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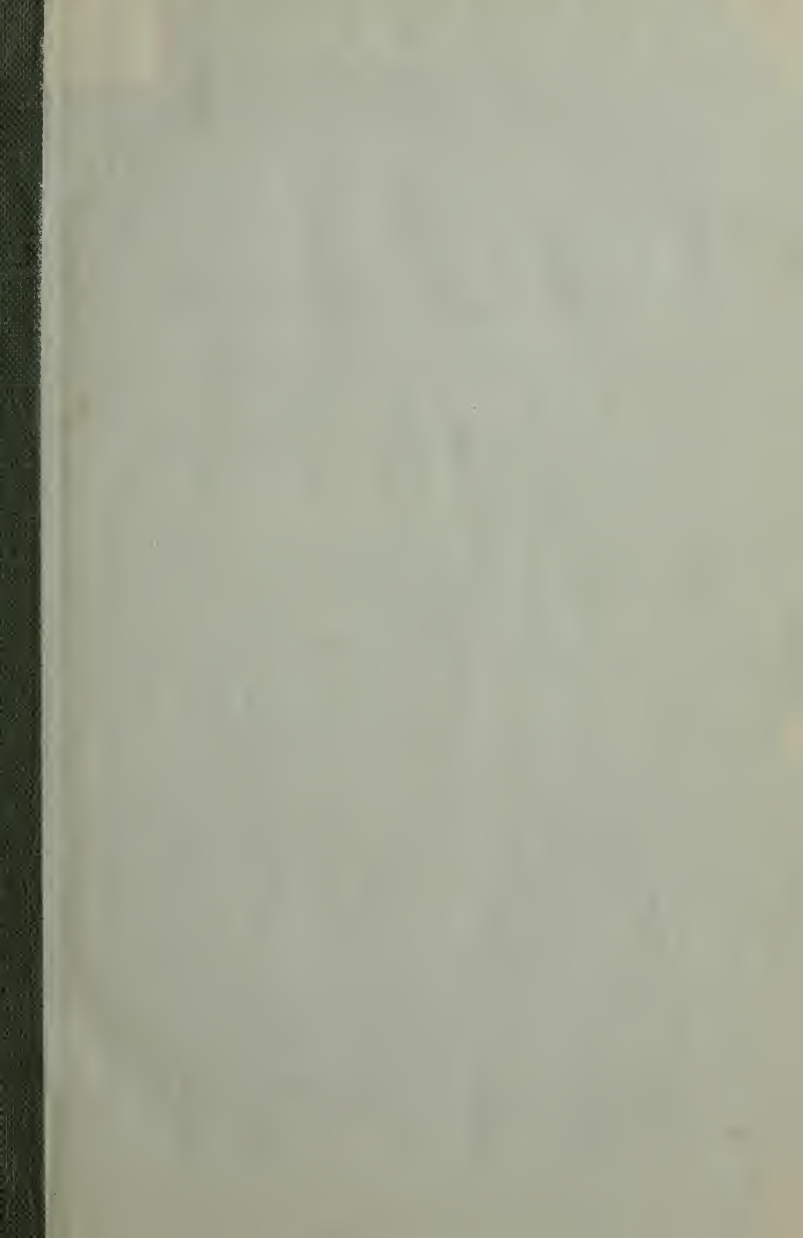
Manual and guide for  
common schools.

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MANUAL AND GUIDE

—FOR—

COMMON SCHOOLS,

FOR THE USE OF

TEACHER AND PUPIL.

PRINTED IN THE OFFICE OF  
"OUR COUNTRY AND VILLAGE SCHOOLS,"  
DECATUR, ILL.

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# EXPLANATORY.

## COURSE OF STUDY.

This is the same as that authorized by the State Superintendent of Public Instruction in 1880, and again reprinted and authorized by the present Superintendent. There are a few modifications of this course, in order to meet the present conditions of the schools in this county. These are noted at the proper places.

1. The several branches of study ordinarily pursued in ungraded schools are outlined in detail for the purpose of selecting the *practical* in primary education.

2. This detailed outline fixes the limit of the monthly examinations, and of the class work for the year. *It should be remembered that this has nothing to do with the class work for the month, so far as its limit is concerned. Classes are expected to do more than is here outlined; this limit being intended as the minimum, and for examinations, alone.*

## CLASSIFICATION.

Reading: Not more than *five* classes; and where it can be done, let the Fifth Reader be omitted for a whole or part of the term. If reading is carefully taught, we do not need the Fifth Reader in the ungraded schools. In cases where the Fifth Reader cannot be banished, it is well to secure some collateral reading, and place the members of the Fourth Reader class with those of the Fifth, for the purpose of arousing some emulation on the part of the pupils; where this cannot be secured the readers may be used "day about."

Spelling: Do not permit more than three classes in this branch; two are better. If you spell everything in the reader as the class progresses, there is no necessity for purchasing the spelling book before the pupil advances to the *Fourth* Reader.

Penmanship: There should be but one class in this branch, and *all* should be enrolled in it until the teacher is satisfied that the persons excused have a pretty thorough knowledge of the subject, as well as being able to write a good, plain hand. Have *all* the younger pupils write at each time for this exercise, and *do not omit the class work for any cause whatever.*

Arithmetic: Do not permit more than three classes in the text, viz: the Primary, Intermediate. and Advanced. The Primary should get a thorough knowledge of the fundamental rules only during the year; the Intermediate should complete the book to Percentage, and the Advanced should complete the book.

Grammar: At present there should be but two grammar classes, viz: the class in language, and the class in technical grammar. The Third and Fourth Readers should form the language class at present. Those pupils who are

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qualified should take the advanced grammar course at the proper time. Teachers will exercise care in recommending promotions in grammar. Do not make promotions unless they are qualified to carry the advanced work.

Geography: But two classes are recommended in the text-book. Of course oral instruction is expected as outlined. Examinations will be constructed with a view to having but two classes in the text.

United States History: But two classes should be tolerated in the study, viz: the primary, and the advanced, as outlined.

The classification may be studied by reference to the following scheme:

COURSE OF STUDY.	Primary Division.	{	First Second	=	Reader	{	Reading. Spelling. Writing. Numbers. Language.
	Intermediate Division.	{	Third Fourth	=	Reader.	{	Reading. Spelling. Writing. Arithmetic. Geography. Language. U. S. History.
	Advanced Division	{	Fifth		Reader.	{	Reading. Spelling. Writing. Arithmetic. Geography. Language, and Grammar. U. S. History.

#### REGULAR EXAMINATIONS.

While there are objections to regular examinations, no way of enforcing the use of a course of study has yet been made public, that will apply to a county, or even to a township, without them.

1. By the Teacher's Examination, is meant those which he holds upon the third Friday of each month, beginning in October. The superintendent furnishes these questions, sealed, and uniform for the county. They can only be opened by a committee selected by the school, on the day of the examination, and in the presence of the school. (This committee should be chosen on the day previous, in order that the school may be able to write immediately after the opening.) This committee will find a certificate within the envelope which it will sign, filling proper blanks.

Pupils should write upon both sides of the paper if necessary to complete a branch. In doing so, turn the paper "end for end," not "side for side;" i. e., turn the paper from you, as it opens in the bound examinations.

Number the answer to correspond with the question, placing the number

in Roman notation on a line in the center of the page, thus separating the paragraphs:

## I.

The Ohio river rises in the western part of Pennsylvania, flows southwest, into the Mississippi river at Cairo, separating Ohio, Indiana, and Illinois, from Kentucky and West Virginia.

## II.

The equator is a great circle whose plane cuts the earth, equally distant from the poles.

## III.

Cape Farewell is the southern extremity of Greenland.

## IV.

By walking south from this latitude, your shadow becomes shorter, as you approach the vertical rays of the sun.

## V.

Christmas occurs on December 25, in Australia, but this is midsummer in that latitude.

As a rule, use ink in all examination work; it is more permanent and looks better than lead pencil. Take time to do this work, and endeavor to make a clean sheet by using capital letters where they belong, being careful

in penmanship, correctly spelling all words, cautiously paragraphing all work, and studying your language.

The examinations are to be neatly and carefully bound in the following order: place the questions containing the certificate of the committee, *first*; the penmanship and spelling, *second*; geography, *third*; U. S. History, *fourth*; grammar or language, *fifth*; arithmetic, *sixth*, and miscellaneous work, *last*. Over all this place the manilla cover and secure with the fasteners furnished from this office; when thus completed, label as follows:

(MONTH)

*Examination for* ..... 188..

(NAME)

..... *School*

(NAME)

..... *Teacher*

(NOTE.—If the teacher thinks it best to make any remarks, he should write them upon a sheet of the regular examination paper, and bind with the month's work.)

The superintendent will call for these examinations in his visits, and will expect to find them filled as directed above.

Teachers and pupils are asked to use the following correction marks in both paper and blackboard work. 1. This  $\equiv$  shows that the letter under which it is drawn should have been a capital; thus,  $\equiv$  richmond,  $\equiv$  margaret. When this / is drawn through a letter, and l. c. (lower case), is placed in the margin, it should have been a small letter; thus,

l. c.	The /Book is on the /Table.
^ (caret).	Something omitted.
S (dele).	Strike out, or erase.
/	Wrong letter or mark.
$\equiv$	Use capital.
l. c.	Use a small letter.
(, )	Use comma, &c.
?	Query.
<span style="border: 1px solid black; display: inline-block; width: 20px; height: 15px; vertical-align: middle;"></span>	Indent. ( <i>Set in</i> ).
<span style="display: inline-block; width: 20px; height: 15px; vertical-align: middle; border-left: 1px solid black; border-bottom: 1px solid black; margin-left: 5px;"></span>	New paragraph.

#### SUPERINTENDENT'S EXAMINATION.

These will be held at the central schools, and at the county seat, by the superintendent in person, unless there should be changes in the future.

The examination will be written, and conducted in the same manner as those of last year.

All pupils making an average of eighty-five per cent. in the Centrals may enter the Final (annual) examinations in March.

These examinations will extend to the limit of the work at that date.

NOTE.—Only those pupils having the full course in the common branches, and recommended by the teacher, will be admitted to the Centrals.

## RECORDS.

It will not be long until a proper record for preserving the grades made in the examinations, will be furnished by the county, or by the district. Until such time the following plan is recommended: the teacher will enter the names of all his pupils on another page of the register and the names of the branches pursued over the terms "Mon, Tues, Wed, Thurs, Fri." Under these branches he can enter the averages made on examination and in an extra column give the general average. Teachers will thus find that a page will hold the record for a year, and will appear thus:

		(MONTH HERE.)									
NAME.		AGE	ORTH	READ	PEN	ARITH	GEOG	GRAM	HIST	AVER	
1	John Tyler.	14	92	88	75	70	80	75	90	81	3-7
2	John Adams.	8	85	85	90	70				82	1-2
3	C. A. Arthur.	18	95	92	75	96	82-68	90	84	3-7	
4	James K. Polk.	16	91	90	96	88	75	80	95	89	3-7
5	A. Jackson.	10	60	70	90	95				78	3-4
6	Anna Symmes.	6	75	80	90	75				80	

By simply repeating the same names of branches, the next month will be carried forward seven spaces, and so on to the close of the year. If your school is large it will be well to ask some member of the school to copy the grades for you. At least, leave some record of the progress and standing of your pupils for the inspection of interested parties.

The superintendent will carry a blank book with him during the Central examinations, in which he will enter the grades and averages of all pupils examined; these grades, names, &c., will be entered in a record kept at his office for this purpose.

He will keep a similar record of the Final examinations.

## AWARDS.

The superintendent will award the following certificates of Rank in Class: one at the Central examination, which shall give the pupil's grades, averages, &c., showing his rank in the class examined. He will issue a similar certificate to those attending the Final examination. The latter will be more elaborate, and artistic than the former.

## CARE OF THE EXAMINATIONS.

In a few cases we find teachers very negligent concerning the care of past examinations. This is certainly an oversight and should be remedied. If there is no desk or drawer for these monthly examinations, the teacher can easily solicit some young man or pupil to build a receptacle for the books. By a little ingenuity a "cracker box" (or other box of suitable dimensions) may be quickly fitted up for this purpose. This should be closed so as to exclude the dust. When teachers are unable to secure a door properly hinged, it would be well to tack a light curtain over the front of the box, or case. This will exclude the dust. At any rate try to have a convenient place for the

examinations and reference books. This drawing will represent our ideas as to the appearance of the open box :

1881	1884
1882	1885
1883	1886
Pens, Pencils, Ink, etc.	
Miscellaneous Work.	
Examination Paper.	
Reference Books.	

The superintendent will take charge of the examinations held at the Centrals, and will have them suitably bound, and kept on file at his office. He will also file and bind the Final examinations in like manner.

These files will be subject to inspection at all times.

#### ANNUAL EXERCISES.

When practicable, annual exercises will be held at the Central examinations; these will consist of songs, speeches, essays, &c. The several schools represented are expected to participate in some manner; each should elect a representative who will contribute something of a literary, or pleasant character, to the evening's entertainment.

Some one will be selected to deliver a short address at the Final examination. If time permits, one or two of the best selections from the Centrals will be reproduced at the request of the superintendent.

#### REPORTS.

Blank reports to parents are furnished free from the superintendent's office. Those teachers who believe them helpful are asked to use them.

An occasional report from the teacher to superintendent will be required. They will be easily made, and are expected whenever called for.

The county superintendent will make a written report of each official

visit to the school; these will be sent to the board of directors, and will show the following items: The condition of the grounds, of the house, of the furniture; care of house and furniture; condition of the examinations, (how bound, &c.); progress of pupils, the decorations, discipline of the school, &c.

Teachers are asked to note the above, and govern themselves accordingly.

#### SCHOOL EXHIBITS.

The Central and Final examinations will ever be ready for any or all school exhibits.

Teachers will arrange and send to this office such of the regular February work as may be required of them by the county superintendent; he will hold this ready for display at the County Fair, or at such places as may be appropriate to make an exhibit.

Schools are invited to prepare anything suitable to represent them in the line of school work, and to contribute it to this regular exhibit.

Teachers have it in their power to bring out much talent now latent within those under their care. There are pupils usually dull and stupid in many things, having much ability in some line of work. This aptness and desire for certain labor should not be hampered or dwarfed, but wisely directed into a useful channel. The teacher has no right to destroy the individuality of the pupil; but rather it is his duty to bring out and develop those characteristic individualities which contribute to his usefulness, and to his happiness through life.

When a pupil has a longing desire for drawing, encourage him by aiding in the execution of that which he so much covets; present him a sheet of Bristol board, an artist's pencil, a palette, an easel, a pantagraph, some colored crayons, a design, &c.; encourage him to make a pen or pencil sketch of some well known object; to draw designs upon the blackboard; to ornament the programme; to draw a clever design upon the margin of the board; encourage the girls to invent card racks, contrive picture frames, work mottoes, contribute ornaments to the teacher's table of their own contrivance; to contrive ink wipers, cornucopias, &c.

It frequently encourages pupils, to ask them to prepare one or more sheets of drawings to be presented to the county and kept on exhibition at the superintendent's office. These may be drawn upon the regular examination paper, or upon paper of the same form and dimensions.

The thoughtful teacher will readily suggest many things which the pupil will not discover in this line.

Encourage talent and originality; you may some day see your good works blossoming, and bearing good fruits.

#### GOOD LITERATURE.

A constant study of the literature read in the district should engage the attention of the teacher. He has it in his power to direct and shape the reading of his pupils in a certain measure. By the united assistance of our teachers, we may soon have our pupils reading good books and papers. When we find a reading community, we shall find the library rapidly building: shall we make reading communities by guiding our pupils into that channel which leads to a desire to read good books? How

shall we begin? Certainly not with those heavy volumes and selections too difficult for the comprehension of our pupils; rather with those selections containing words and phrases below the reader grade of the pupil. As the pupil grows with age, so should this reading grow.

The superintendent has several thousand copies of little papers used last year in the several reader grades of the county; several hundred copies of bound pages of different readers; a few hundred copies of bound selections from standard authors, &c.

He will cheerfully aid in securing their use in the classes as collateral reading. Many teachers availed themselves of this opportunity last year, and were unanimous in their praise as to results.

To the above list of reading matter will be added such selections as are practicable to be obtained; a subscription of a few pennies from each district will furnish all the new matter needed for this year. It is also suggested that districts raise funds by means of collections, entertainments, oyster suppers, &c.; that these districts purchase such books as may be suited for collateral reading in their immediate classes; use this reading matter as needed, and either retain it for future use or else contribute it to the "Circulating Reading" now held in common.

#### CATALOGUES.

An annual catalogue of the schools will be published, showing a list of the teachers, of pupils examined at the Centrals, of pupils examined at the Finals, of the annual exhibits, and of schools in general.

All teachers, school officers, and pupils whose names appear will be entitled to this catalogue.

#### MISCELLANEOUS.

Under this head we include several paragraphs of a miscellaneous character.

WHAT TO STUDY.—The examinations for the last two years developed the fact that it is unnecessary to study geography, history (U. S.,) etc., for as many years as is usually the case in our ungraded schools. Instead of pursuing the study of geography for the period of eight or ten years, it is now known from the work as exhibited in the Monthly, Central, and Final examinations, that two years is all-sufficient for the use of the text-book in this branch. The same is true in the case of United States History.

Let those pupils who made an average of *eighty-four* or more in these branches during the year's examinations, take up a new branch of study, and omit such branches as may show these averages. By this we do not mean that the branches should be lost sight of at all, but that the pupils may not recite in these classes in the school work, and that they shall review such points in private as they may think necessary.

It is recommended that pupils take up the study of Physiology, Physical Geography, Algebra, Zoology, Botany, Natural Philosophy, Book-keeping, &c., in such order as suggested by the good judgment of the teacher.

Pupils dropping one or more branches, may have the credits last received at the Central and Final examinations, (in the next ones) and may write upon those branches taken up in their stead. The old grades will enter into their averages in making out their rank in class. (in both Central and Final exam-

inations.) Their grades upon the new branches will be entered upon their certificates, but will not enter into the Rank in Class, and will not effect those who do not take other branches than those outlined in other years.

Thus: If a pupil drops geography, and takes up physiology, he will not need to write upon the topics in the former branch at the examinations, but will be required to write upon physiology; his old grade upon geography will enter into his average in the Rank in Class, and his grade in physiology will be written upon his certificate, but will not affect it.

This will enable pupils to prepare for entering our high schools, and preparatory departments of our colleges. Let the teacher lend all the encouragement to this step, possible.

**TEACHERS' HELPS.**—The superintendent will spare no pains to furnish all the helps and suggestions possible for him to procure; he will have on exhibition all new books and school appliances that he can command; teachers are asked to "drop in" when in the city, and to avail themselves of any or all of these helps.

**TARDINESS.**—A record of tardiness should be kept. The superintendent does not believe in carrying out such measures to prevent this evil, as may exclude pupils from school a single half-day, but on the contrary urges a business-like treatment of the evil.

**TEACHERS' MEETINGS.**—The regular meeting of the Macon County Teachers' Association occurs upon the first Saturday of each month; in these meetings, for this school year at least, will be discussed the month's work, as outlined in this **MANUAL AND GUIDE**. The best methods of doing this work will be fully discussed, together with such aids of importance as may be suggested by those present. Certainly, no live teacher who can possibly attend these meetings, will neglect to do so. Other counties have different dates.

If the teacher does not understand the plan of work now in use he can do no better than get all the suggestions offered at these meetings.

**TEACHERS' LIBRARY.**—A Teachers' Library Association was organized in Macon county in 1877; it has had a steady growth in membership, and in the addition of books, until it is now equal to any library of its kind in the state. The only condition of membership is that the teacher pays into the library fund a fee of one dollar; this entitles him to all the benefits of the professional library without any future assessment.

All teachers owe it to their profession to become readers of standard works upon teaching.

**DECORATION DAY.**—While it is true that many of our school-rooms are most tastefully decorated and scrupulously clean, it is also true that "Eternal vigilance is the price of liberty." Cobwebs will be cunningly festooned by the industrious spider, the consumption of coal in the glowing stove will silently deposit its soot on the walls, and thus aided by the dust from sweeping, will soon cover up our whitened walls, and beautiful pictures.

Let us contrive frames from the cornstalk, the husk, ripened grain, cardboard, buttons, beads, yarns, wood, etc.; let us preserve all our tasteful wood-

cuts of interest, picture-cards of real worth, scraps of history, fac-similes of the handwriting of our prominent men and women, engravings of different kinds, and especially those of historical events, and those illustrating home life in all its simplicity, and place them within these deftly contrived frames, and on the *fourth Friday of October* let us place one or more of these mementoes upon the walls of our school-rooms. DECORATE! DECORATE!

SEALED EXAMINATIONS.—These will be ready for delivery on or before the teachers' meeting in October. In case the teacher cannot call for them, he should give some one permission to get them for him. It is desirable that they should not be sent by mail if possible to get them in any other manner.

DAILY PROGRAMME.—

TIME.		RECITE.	STUDY.				
A. M.	Min.	All Classes	1st Class	2nd Class	3rd Class	4th Class	5th Class
9:30	5	OPENING.	.....	.....	.....	.....	.....
9:05	10	READ.	.....	Read.	Read.	Read.	Arith.
9:15	10	READ.	Copy.	.....	Read.	Read.	Arith.
9:25	15	READ.	Copy.	Copy.	.....	Read.	Arith.
9:40	15	READ.	Num.	Num.	Arith.	.....	Arith.
9:55	20	ARITH.	Num.	Num.	Arith.	Arith.	.....
10:15	15	ARITH.	Num.	Num.	.....	Arith.	Gram.
10:30	15	RECESS.					
10:45	5	NUM.	.....	.....	Note b'k.	Arith.	Gram.
10:50	15	ARITH.	Copy.	Copy.	Note b'k.	.....	Gram.
11:05	20	GRAM.	Read.	Copy.	Lang.	Lang.	.....
11:25	10	READ.	.....	Read.	Lang.	Lang.	Hist.
11:35	10	LANG.	Copy.	Read.	.....	.....	Hist.
11:45	15	WRITE.	Copy.	.....	.....	.....	.....
12:00	60	NOON.					
1:00	15	READ.	Read.	.....	Read.	Note b'k.	Hist.
1:15	15	READ.	.....	Copy.	Read.	Geog.	Hist.
1:30	20	HIST.	Copy.	Copy.	Read.	Geog.	.....
1:50	15	READ.	Copy.	Copy.	.....	Geog.	Note b'k.
2:05	15	GEOG.	Copy.	Copy.	Note b'k.	.....	Geog.
2:20	10	RECITE.	.....	.....	Note b'k.	Arith.	Geog.
2:30	15	RECESS.					
2:45	20	GEOG.	Read.	Read.	Copy.	Arith.	.....
3:05	10	READ.	.....	Read.	Spell.	Spell.	Note b'k.
3:15	10	READ.	Copy.	.....	Spell.	Spell.	Spell.
3:25	10	SPELL.	Read.	Copy.	.....	.....	Spell.
3:35	15	SPELL.	Read.	Read.	Note b'k.	Note b'k.	Note b'k.
3:50	10	ORAL L.	.....	.....	.....	.....	.....

The above is only suggestive. Every teacher must modify it for his own school. The words "Copy" and "Note Book," as used in the Programme, are general terms.

It is not expected that this programme shall be retained upon the board to the exclusion of other important matter, but the pupils should be made familiar with the order of *recitation* and of *study* in some manner.

This programme gives the maximum number of classes that any school can profitably have. If grades are fewer, increase the time of recitations, and lessen the number of classes. If there are additional subjects, the recitations in them may alternate.

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### COURSE OF STUDY FOR PRIMARY DIVISION.

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Approximate time, two years.

#### READING.

Books: Charts, First, and Second Readers.

Materials: Blackboards, pictures, objects, ruled slates, long pencil, sponge.

Object: To teach the pupil the correct printed, and written forms of the words he uses, and to preserve, or gain a natural mode of expression.

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### METHODS AND HELPS IN READING.

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1. If there be a secret in the successful teaching of reading, it is this; "Never permit the pupil to find a word which he cannot readily pronounce at sight."

How may I do this, asks the teacher?

It may be done in this manner; print the new word upon the board, and place it in script at the right of the printed word, thus:

NEW, *new.*

The two forms should be repeated until readily recognized; then the pupil should copy the *script* form in his preparation, and be reviewed upon this before attempting to read the paragraph containing the word. If there are other new words they should be treated at the same time, and in the same manner.

*The child should not be required to print in the preparation of his lesson, but should be required to prepare it in script.*

The child enters school with a vocabulary of about two hundred to six hundred spoken words; he is able to use these in making himself understood among his fellows; but he does not recognize these words in the written or printed pages. The first thing to do, is to teach him these words in print, and in script. If the chart is at hand, (and is one of modern date) then we have the picture and the word to guide us. If this cannot be had, then the teacher must make his own chart. Here is a very simple form for making such; cut some pictures of objects from stock catalogues, newspapers, almanacs, &c.; paste these upon a sheet of wrapping paper to be had at the dry good's store for a penny; cut words representing these objects from the same source and

paste them in appropriate places; write same words in good script and place to right of printed words; rule balance of sheet to agree with proportionate ruling upon slate; write the words which the pupil has already learned, so as to form sentences; as soon as possible, build up a little story from these words; in doing this kind of work the teacher will soon have a chart that will last him for years. (Of course he would need to make several pages of such work in order to get his one or two hundred words, so necessary for a preparation to read, even in the First Reader.)

If the teacher has had no experience in this selection of words, let him read the first ten pages of all the First Readers at his command, and list the words found in them; he should find over one hundred in a half dozen different readers. Let him use those words which seem to him most familiar to his pupils. Try and find pictures to illustrate the selected words for a time; *always have pupils to copy words in script.*

It is well to find some First Reader, or specimen pages of such, cut the pictures from them, paste them upon manilla paper, or cardboard, together with some of the words in script and print, found upon these pages. These can be used by the pupil in the preparation of his lesson in many ways suggested by the thinking teacher.

In your first work with the pupil endeavor to make the printed and written word as much an object of sight as the objects themselves.

Note how the pupil acquires language as he advances, and this will be of invaluable aid to you in subsequent language work.

Pupils should be required to write sentences as soon as ten or fifteen words are learned. At first a simple statement should be drawn from him, and carefully written by the teacher; calling attention to the capital letter and the period; pupil should copy this carefully and it should be inspected by the teacher, with directions for corrections.

Review the words learned at preceding lesson; spell them from board or slates; spell all the new words as the pupil advances, and have all written.

Be sure the pupil can readily read the script lessons in his reader, and write from dictation.

Read a few sentences or paragraphs as review each day.

Be sure the pupil understands what he is reading.

Have words written upon slates, and read from them before spelling.

Cultivate soft, natural tones, but do not allow drawling.

Keep a list of the words learned on the blackboard in print and in script form, adding new words as they are learned. Begin every recitation by reviewing these. Frequently change the order of the words in the list.

Teach the pupils to recognize at *sight*, groups of words: as "The bird," "On the tree," "The boy runs," etc., etc.

Never allow a pupil to attempt to read a sentence until he can pronounce readily at *sight* every word in it. Without this care the pupil loses his naturalness of expression, and learns to hesitate, drawl etc.

As the child advances in the First Reader, require him to write a portion of each lesson on his slate, observing carefully, capitals, spelling, punctuation, quotations, and the apostrophe. *Be sure to examine the work carefully*

and return it to them for their correction. *Do not assign too much at a time.*

Practice oral syllabication, *i. e.*, test the pupil's ability to distinguish the number of syllables a word has, and recognize the syllable as a unit.

Before beginning the Second Reader, test the pupil's ability to read in some other First Readers, if they can be had. Teach the child to express the thought naturally by a series of easy questions.

Require the pupils to arrange the words of the lessons in alphabetical order with reference to the first letter of the words, thus:

and (4),	bureau,	can (2),	dark (2),
afraid (2),	but (3),		didn't.
	basket,		
as (2),	big (2),		
away,	boy,		
am,	brave (2),		
all			
a,			

These words are selected from a reader lesson in a Second Reader, and serve to illustrate the order

of arrangement. The figures refer to the number of times the word occurs in the lesson.

Use all the supplementary reading that you can secure. Make much of this "recreative" reading by permitting the pupil to carry it home with him, in order to read it to his parents.

Require pupils to bring to the recitation a portion of each lesson neatly and correctly written on their slates.

In assigning the lesson, point out a word or two, or groups of words to be changed by the pupils when writing their lesson.

Know that your pupils can spell every word in their lessons, paying particular attention to the common and easy words. Test the ability of the pupil to pronounce every word in the part he is to read before reading it, and require him to answer the questions "What did this?" "What did he do?" "When?" "How?" "Why did he do it, or why was it done?" etc.

Insist upon the proper position of both book and pupil in reading. Do not let pupils point to the words while reading.

Train the pupil to see words not separately, but in groups, or to see a few words in advance of the one he is pronouncing.

Do not crowd pupils ahead in reading books. Better read several books of the same grade.

Arrange the words in alphabetical order with reference to the first two or three letters in the words. (In the Second Reader.)

Combine written and oral spelling, using your best methods to secure accurate spelling.

Require pupils to tell the story of the lesson, using their own language as much as possible.

The teacher will copy on the blackboard the sentences in which the new words appear, leaving blank the places occupied by the new words, which

are to be filled by the pupil from memory: as, "My mamma gave it to me." The new word is "mamma." "My —— gave it to me."

In the very first lesson use the word method. Teach *a* and *the* at the first in connection with the nouns they limit. Teach the first few lessons from the board with the aid of pictures and objects, but in a short time use the First Reader.

After the lesson in the book has been read two or three times; place a lesson on the board, using many of the same words in the book, but in different combinations, thus ascertaining whether the word has been learned, or the sentence in which it occurred committed to memory. Try and have the children talk about the objects whose names are being learned.

Seek to establish freedom and familiarity between yourself and young children. Your success in teaching reading depends entirely upon yourself.

As pupils progress, have them make lists of names of familiar objects, noting the person who has the neatest list.

Teacher should have weak pupils point out certain difficult words in a given paragraph, then pronounce them as the teacher finds them, before reading.

It will be noticed that no provision is made for spelling classes in this Division; spell every word in the reader as the class progresses but do not ask pupils to purchase the speller; if it is found in their hands do as suggested for the primary arithmetic.

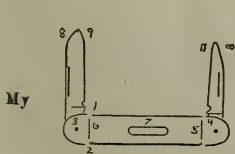
Have pupils learn the Arabic and Roman notations as they advance from lesson to lesson, or from page to page in their readers.

It is well to write sentences from some reader not in use, cut the words apart, and have pupils arrange them into sentences at the study desk. Teacher must inspect these, however.

Constant attention should be given to language, and much composition in easy, short sentences, required in this grade. Let language receive all the attention which its importance demands.

It is very important that the teacher insist upon neatness, correct capitalization, and punctuation at all times.

Write sentences upon slips of paper, and instead of the new word, insert the pictures, thus:



is new. A big



Invent similar diagrams, and continue this at pleasure.

Have pupils copy these sentences inserting name of objects. Teacher must inspect all written work or pupils will grow careless and not do all the work assigned.

Place lists of words upon the board, omitting *one* letter from each, thus:

gi-ls	b-rn	ba-k	ta-e
c-p	com-s	k-nd	go-ng
bo-rd	sh-d	s-nds	ch-ir
op-n	ha-d	wa-on	mo-th
app-e	pa-s	pict-re	spo-nf-l
but-er	oth-r	clean-d	lit-le
sp-on	fi-ld	again-t	ha-d
wh-p	co-t		

Have these copied upon slates and inspect in class.

Make lists of words omitting the final letter, or the initial one in same manner. Require them copied in script.

Take such a word as "at," and require lists of words containing it, by prefixing a single letter, thus: cat, rat, mat, pat, bat, hat, etc.

Write from the reader, sentences, omitting letters from words, thus:

In this picture I see a m --, a d --, and a bar--.

The man stands by the fen--. One hand is on the --- head. The man has a --- in the other hand.

He pats the dog and says, "Good dog!" The man is kind to the ---, and the dog likes him.

The dog's n-m- is Jack. The man's na- is Henry.

Henry has no --- on, and his shirt --- are rol-ed up. He has a ---on his head.

The barn-doors are wide o- - -. They are putting h-y in the barn. The wagon has gone to the --- after a load of hay.

Have pupils write sentences directly from the reader, omitting certain letters and supplying the same by the --. Then have them to read from slates, thus:

Kitty l-kes mi-k. The milk is in a dis-. She laps it up with her ---.

I l-ve my kit-y. Her fur is so so-t. My kit-y is whi-e. She has a back spot on her ne-k.

She will p-ay with my bal-. When I rol-it, she r-ns aft-r it.

I lik- to fe-d her. She com-s to me and sa-s, "Mew." Then I k-ow what she w-nts.

Some-ti-es she sits in the s-n and was-es her fa-e. She seems very happy.

Disarrange the letters of words composing sentences, then have them properly arranged upon slates and read in class, thus:

I aveh a odg. eH si a dogo odg. eH psaly wthi em' eH nac kar'b nad nur, He illw ton iteb. oD ouy ees eht odg? eH sees you. Where si ouyr odg?.

Write in a continuous line, have words separated, and read as before, thus:

w e h a v e | h o r s e | h e i s | n o t | w h i t e | h e i s | a | g o o d | h o r s e | h e i

sho t old i can ride him he pulls us to church he stands i  
n the shed when church is out we go home when the bell  
s rings it is church-time can you ride a horse do you lik  
e to go to church i like to ride to church my uncle georg  
e lets me ride on the horse sometimes the horse will no  
t run away with me.

Make up such questions as the following from the reader; specimen  
blanks are also given:

I can make cat out of a t c. What can you make out of o g d ?

O, I can make —— out of o g d.

Now, what can you make out of a p n ?

I can make —— out of a p n.

So can I. And a p n will make ——, too.

Here are w o c. What will they make ?

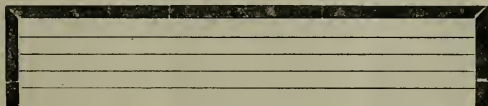
They will make ——. Now you tell me what l i k m will make.

I can do that. They will make ——. Can you tell me what l i g r will  
make ?

Let me see. O, yes. They will make ——.

(See language course for similar work in reading and language combined.)

Slates should be carefully ruled at the top so as to present this appear-  
ance:



An ordinary Spencerian pen, with center broken out, offers ruling points  
of the proper width.

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## LANGUAGE.

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*See appendix to this Manual.*

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## PENMANSHIP.

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Do not teach principles in this Division, neither have a separate class in  
penmanship, but be cautious in all your writing for the children, to present  
the best possible specimens of your hand writing, and to insist upon neat let-  
ter forms. The idea of care, and of neatness, should run through all the work  
in copying, or in sentence building.

Have this Division write at the same hour with the whole school, as a  
general exercise, and have its members give attention to all explanations; but  
do not ask it to memorize rules and analysis.

Do not introduce the pen in this Division; have pupils use slate-pencil,  
lead-pencil, and crayon. (For slate ruling see form under the head of  
Reading.)

The teacher will select one or two lines for practice each month; these should be neatly written upon the board, or better, upon slips of paper, and the pupils required to practice upon them. (See Manual of last year for suggestions.)

From this time forward, through all grades of the school, almost every reading lesson should be accompanied by appropriate written work; and in connection with grammar, geography and history, much writing should be done. In all of this work and in the written examinations, it is of the first importance that no carelessness be tolerated. The habit of writing a confused, jumbled scrawl is easily formed and cannot be changed without the most persistent effort. Pupils should be compelled to re-write their work when it is not satisfactory. *Never allow any of it to pass unnoticed. Look at everything they do.* When members of the Primary Division write exercises in spelling, language, etc., on paper, have the paper ruled like the slates. While making a specialty of the forms of letters, as should be done in this grade, the writing must be large.

Early in the term take a specimen of penmanship from every pupil able to write. At intervals afterwards, take other specimens, and keep the first and the last one by each pupil together. Unless you do this there will be no realization of the progress made. You might use for the purpose slips of examination paper about seven lines wide, and making a hole through one end of a collection of them, tie them together. They could then be turned like the leaves of a book. Have, date, name and age of pupil, name of teacher, and name of district written on each specimen. Let the line be repeated one or two times according to space.

## NUMBERS.

Book: In the hands of the teacher, only.

Object: To prepare the pupil for the use of the text-book, by securing accuracy and rapidity in performing the fundamental operations.

ORDER OF STUDY,	{	I. Induction.
		II. Measuring —
		a. Measuring by —
		b. Measuring by —
		&c., &c., &c.
		c. Equal parts —
		III. Table.
		IV. Comparing —
		V. Combining the numbers 1 —
		VI. Applying the numbers 1 —

### COUNTING MODELS.

1. One Mark.		One horse.	1.
2. Two marks.		Two cows.	2.

One cow and one cow are how many cows?

Pupil.—One cow and one cow are two cows.

(Extend at pleasure.)

3. Three marks. | | | *Three doves.* 3.  
 4. Four marks. | | | | *Four men.* 4.  
 (Short problems here, as above. Give many such.)  
 5. Five marks. | | | | | *Five trees* 5.  
 6. Six marks. | | | | | | *Six pigs.* 6.

(Numerous short problems containing all the possible combinations of numbers under six.)

NOTE,—Continue this through term.

Copy these words and figures ten times upon the slate:

*One 1. Three 3. Five 5. Seven 7. Nine 9.*  
*Two 2. Four 4. Six 6. Eight 8. Ten 10.*

	1ST COLUMN...	2D COLUMN...	3D COLUMN...	4TH COLUMN...	5TH COLUMN...	6TH COLUMN...	7TH COLUMN...	8TH COLUMN...	9TH COLUMN...	10TH COLUMN...
FIRST ROW.....										
SECOND ROW.....									☆	☆
THIRD ROW.....								☆	☆	☆
FOURTH ROW.....						☆	☆	☆	☆	☆
FIFTH ROW.....					☆	☆	☆	☆	☆	☆
SIXTH ROW.....				☆	☆	☆	☆	☆	☆	☆
SEVENTH ROW.....			☆	☆	☆	☆	☆	☆	☆	☆
EIGHTH ROW.....		☆	☆	☆	☆	☆	☆	☆	☆	☆
NINTH ROW.....	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
TENTH ROW.....	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆

Tell how many marks there are in the

1. *Third row.*

Etc., etc.

Tell how many marks there are in the

1. *Seventh row.*

Etc., etc.

2. *Fifth row.*

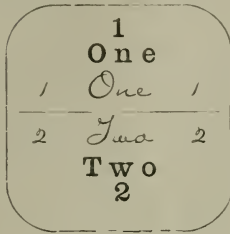
Etc., etc.

Tell how many marks and how many stars there are in the

1. *First column.*

Etc., etc.

Have pupils write in figures, letters, and words, the nine digits, and *naught*. (Continue in a similar manner until pupils count readily to ten.)



ONE.

1. Show me one hand; one slate; one book.
2. How many one's do you see in the circle?  
Pupil,—I see five one's in the circle.
3. How many two's do you see in the circle?
4. Make one mark on your slate. Thus, |
5. Once one mark is how many marks?
6. Erase one mark. How many marks remain?
7. One mark from one mark leaves how many marks?

TWO.—I. INDUCTION.

1. Hold up two fingers; two hands; two books.
2. Count two boys. Thus: One boy, two boys.
3. Count two girls; two desks; two books; two leaves.
4. On your slate make one mark; then make one more mark. How many marks have you made?
5. One mark and one mark are how many marks? Then, two times one mark are how many marks?
6. Erase one mark; erase one mark more. How many marks have you erased? How many marks remain?
7. One mark and one mark from two marks leave how many marks?
8. How many times can you take one mark from two marks? Then, how many times is one mark contained in two marks?
9. Two marks are how many times one mark?

II. MEASURING 2.

a. *Measuring by 1.*

| |

I I

How many eggs are

1. 1 egg and 1 egg? | 3. 2 eggs less 1 egg, less 1 egg?
2. 2 times 1 egg? | 4. 2 eggs less 2 times 1 egg?
5. How many times can I take 1 egg from 2 eggs?
6. Then, how many times is 1 egg contained in 2 eggs?
7. 2 eggs are how many times 2 eggs?

8. 2 eggs are 2 times how many eggs?

b. *Equal parts*.—1 half.

| | |

1. How many times can I take 2 plums from 2 plums?
2. Then, how many times are two plums contained in 2 plums?
3. How many plums is 1 half of 2 plums?
4. What part of 2 plums is 1 plum?
5. 1 plum is one half of how many plums?

### III. COMPARING 1 AND 2.

1. 2 is how many more than 1?
2. 2 is how many 1's? 2 is how many times 1?
3. 1 is how many less than 2?
4. 1 is what part of 2?

### IV. COMBINING THE NUMBERS 1 AND 2

1. 2 is twice how many? 2 is the double of how many?
2. 1 and 1 are how many?
3. Two 1's, or 2 times 1, are how many?
4. 1 is 1 half of how many?

### V. TABLE OF 2.

(On your slate, copy five times, and then learn and recite.)

0 and 2 are 2	2 less 0 is 2
2 and 0 are 2	2 less 2 is 0
1 and 1 are 2	2 less 1 is 1
1        2 is 2	1 in 2 twice
2        1's are 2	2 in 2 once
1 half of two is 1	

### VI. APPLYING THE NUMBERS 1 AND 2.

1. Mary picked one red pink, and one white one. How many pinks did she pick?
2. A boy had two knives, sold one and lost one. How many knives had he left?
3. If a fig costs 1 cent, how many cents will 2 figs cost?
4. James had two balls, but he lost one of them. How many balls had he left?
5. At 1 cent each, how many tops can I buy for 2 cents?
6. Katie had 1 cent, and her mother gave her 1 more. If a lead-pencil costs 2 cents, how many pencils can she buy with her money?

## METHODS AND HELPS.

Number work should be purely objective, combining the written with the oral recitation.

Make the pupil familiar with each number as made up of *ones*, with its relation to the preceding number, and to the number *one*.

Secure every possible combination that forms the number, and its equal fractional parts brought out on the objective plan.

Make up tables in the abstract with blanks for pupils to fill. Have these completed and recited in full.

Compare each number with *all* less numbers.

Let the result of no combination exceed the number under consideration.

Give numerous practical problems, none of whose results shall exceed the number in the last lesson.

Give the child work to do at his seat; "*tell him what to do*, and, if necessary, *show him how to do it*."

Give particular attention to all the written work of the pupil. Inspect the work when completed, with suggestions and directions.

Give impromptu exercises at each drill. Test the pupil by practical application of the numbers learned.

Do not permit pupils to read from the text unless they can do so intelligently.

When a number is used that enters into the table of compound numbers, apply it as in practice. Thus, the number 2 is found in dry measure; then, "2 pints make 1 quart;  $\frac{1}{2}$  of a quart is 1 pint."

Give pupils frequent and thorough drills in the tables of combinations. Keep them employed for a few minutes each day in writing these tables.

Place the figures in script upon the upper margin of the board, and require pupils to refer to them in making up their tables:—

1 2 3 4 5 6 7 8 9 10

Teach children to make neat figures. This may be done by requiring them, one day, to write on their slates five columns of ten 1's each, and five columns of ten 2's each. Another day require them to write 3's and 4's in the same manner; and so on. This will give them written work at their seats for a week or more. Practice of this kind for two or three weeks will secure the object sought. At first, rule column lines on their slates, or have the pupils rule them, as guides in writing figures in columns.

Many pupils may know how to count when they first attend school. If so, no more attention should be given to that subject than will convince the teacher of that fact. A course of study is designed for use in teaching what is unknown; no teacher should follow it simply for the sake of using it.

Splints, buttons, wooden toothpicks, straws, corn, or any one of almost numberless other kinds of things may be used. Expensive materials are not necessary. No teacher has any excuse for not having plenty of objects to be counted. Variety is essential. The pupils should count objects of one kind

at one time, of another kind at another time. Wooden toothpicks, with small rubber bands for fastening them into bundles, will be found excellent for general use. A numeral frame is convenient.

In the first lesson the teacher may move the counters from one part of the table or desk to another, and the children may count in concert. Hesitation will indicate a need of definite instruction,—the end of review and the beginning of learning. Use concrete recitation but little; never except in review; it is the bane of primary work.

Variety and drill are the two prime necessities. Let one pupil move the counters while another counts; move, and count as he moves; move, and count silently, giving the result when the teacher asks it, etc. It is only by doing these things in different ways that interest can be maintained; only by doing them many times that the facts will be remembered. For seat work the pupils may make such numbers or marks on their slates as is directed by the teacher. These marks may be anything which they can make, letters, or even entire words. Always inspect the work. For variety, let some of the work be done at the blackboard.

#### DRILL EXERCISES.

##### I.

one ( ) and one are two ( ),  
two ( ) and one are three ( ),  
three ( ) and one are four ( ),  
four ( ) and one are five ( ),  
five ( ) and one are six ( ),  
etc., to 10.

Let the latter table be board and slate work.

##### III.

one ( ), take away one ( ), leaves none ( ),  
two ( ), take away one ( ), leaves 1 ( ),  
three ( ), take away one ( ), leaves 2 ( ),  
four ( ), take away one ( ), leaves 3 ( ),  
five ( ), take away one ( ), leaves 4 ( ),  
etc., to 10.

##### V.

$1 + 2 =$   
 $2 + 2 =$   
 $3 + 2 =$   
 $4 \times 2 =$   
 $5 + 2 =$   
 $6 + 2 =$   
 $7 + 2 =$   
 $8 \times 2 =$

##### II.

$1 + 1 = 2$   
 $2 + 1 = 3$   
 $3 + 1 = 4$   
 $4 + 1 = 5$   
 $5 + 1 = 6$   
etc., to 10

##### IV.

$1 - 1 = 0$   
 $2 - 1 = 1$   
 $3 - 1 = 2$   
 $4 - 1 = 3$   
 $5 - 1 = 4$   
etc., to 10.

##### VI.

$1 - 1 =$   
 $2 - 2 =$   
 $3 - 2 =$   
 $4 - 2 =$   
 $5 - 2 =$   
 $6 - 2 =$   
 $7 - 2 =$   
 $8 - 2 =$

#### SILENT SEAT WORK.

Place these columns on the board and require the little folks to copy and write the results. Change the figures here given. Insist on neatness of slate work. In class recitation call on individual pupils to read and name the results. Ask the little folks to fill up blanks with name words, after the teacher has placed on the board a column like the following:

2 \_\_\_\_\_ and 2 \_\_\_\_\_ are 4 \_\_\_\_\_  
 2 \_\_\_\_\_ and 2 \_\_\_\_\_ and 3 \_\_\_\_\_

On the slates should appear:

*2 men and 2 men are 4 men,*

etc., etc.

\$1 and \$1 = ?

1 cent and 1 cent = ?

1 dime and 1 dime = ?

1 penny and 1 penny = ?

1 inch and 1 inch = ?

1 meter and 1 meter = ?

1 yard and 1 yard = ?

1 mile and 1 mile = ?

1 rod and 1 rod = ?

1 pint and 1 pint = ?

1 peck and 1 peck = ?

1 liter and 1 liter = ?

1 day and 1 day = ?

1 set and 1 set = ?

1 score and 1 score = ?

1 ounce and 1 ounce = ?

1 week and 1 week = ?

1 bushel and 1 bushel = ?

1 year and 1 year = ?

1 pair and 1 pair = ?

1 nickel and 1 nickel = ?

1 ax and 1 ax = ?

1 ox and 1 ox = ?

1 pen and 1 pen = ?

1 slate and 1 slate = ?

1 pint and 1 pint = ?

1 dozen and 1 dozen = ?

1 gram and 1 gram = ?

1 foot and 1 foot = ?

\$2 less \$1 = ?

2 cents less 1 cent = ?

2 dimes less 1 dime = ?

2 pennies less 1 penny = ?

2 inches less 1 inch = ?

2 meters less 1 meter = ?

2 yards less 1 yard = ?

2 miles less 1 mile = ?

2 rods less 1 rod = ?

2 pints less 1 pint = ?

2 pecks less 1 peck = ?

2 liters less 1 liter = ?

2 days less 1 day = ?

2 sets less 1 set = ?

2 score less 1 score = ?

2 ounces less 1 ounce = ?

2 weeks less 1 week = ?

2 bushels less 1 bushel = ?

2 years less 1 year = ?

2 pairs less 1 pair = ?

2 nickels less 1 nickel = ?

2 axes less 1 ax = ?

2 oxen less 1 ox = ?

2 pens less 1 pen = ?

2 slates less 1 slate = ?

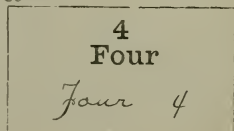
2 pints less 1 pint = ?

2 dozen less 1 dozen = ?

2 grams less 1 gram = ?

2 feet less 1 foot = ?

When the number two is thoroughly mastered, take up the number three in the same manner, and in the same order. Let the circle remain upon the margin of the board for some days, then place a different form beside it for the number three, &c. The following are suggested:



Devise figures for other numbers, to 10

## CAUTIONS.

In reading numbers connected by signs of operation (*i. e.* by +,  $\times$ , —,  $\div$ ) observe:

1. When the sign  $\times$  or the sign  $\div$  stands between numbers and is preceded by a comma, perform the multiplication or division before making any combination indicated by a sign preceding the first of these numbers.

Thus,  $3+5-2\times 3=2$ ;  $6+8\div 2-3=7$ .

2. When the sign  $\times$  or the sign  $\div$  stands between numbers and is not preceded by a comma, multiply or divide the result of all the combinations preceding the sign by the number following the sign.

Thus,  $3+5-2,\times 3=18$ ;  $6+8,\div 2-3=4$ .

NOTE.—The teacher should have access to two or three good modern primary arithmetics, in order to get variety for his number work; without constant change, and live methods, he must fail. Note the methods in the Manual for 1884-1885. They are helpful.

Finally,—the methods and hints here proposed are but *suggestions*; remember that you are free to use any and all methods at your command, and that the only requirement is *to do your work thoroughly*.

## LIMIT OF EXAMINATIONS.

The teacher is constantly reminded that he is to do as much more than the outlined work as is possible for him to accomplish. The limit of the examinations is simply the minimum of the work accomplished by the average pupil, and should not restrict or hinder either pupil or teacher in his progress. The teacher who selfishly does but minimum work, will fail, as he deserves to do. Let the motto be, "Up and doing," at all times.

MINIMUM LIMIT FOR PRIMARY DIVISION.—*All possible combinations to 12. Writing of numbers to 1,000. Roman notation to limits of reader lessons.*

## SCALE OF EXAMINATIONS.

October, through the number 2,	February, through the number 8,
November, " " " 4,	March, " " numbers 9-10,
December, " " " 6,	April, " " number —
January, " " " 7,	May, " " " —

NOTES.—For numbers to be written in the Arabic notation, the progress will be limited by the following numbers, in order of the months named above: 25, 50, 75, 100, 200, 400, 600, 1,000.

Teachers will use the primary examinations on file for the Fall and Winter months, during the Spring term. This will avoid the necessity of preparing them.

NOTE THIS CAREFULLY.—*No pupil should be held back in his number work, if possible to prevent it; while many First Reader pupils will not be able to do the work for the limits of the Primary Division, those who can do so should have the opportunity, and others should make an effort to do thorough work to the number 10, or 12. Strictly speaking, the true course of the First Reader should not extend beyond the number 10; at any rate secure thorough work as far as you go.*

## INTERMEDIATE DIVISION.

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### READING

Books: Third and Fourth Readers.

Object: To increase the vocabulary, to acquire information, to develop thought, and to express it effectively, both in oral and written forms.

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### METHODS AND HELPS.

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To teach children to think and to comprehend should be the main object in the reading lesson.

Assign short lessons, using for practice reading, review lessons.

Before finishing this grade the pupils should be able to use synonyms for the words and phrases in the part of the lesson they write. Accept no slovenly written work.

Encourage each pupil to obtain a small dictionary, but do not insist upon this. Teach the pupils how to use it, viz: to find words, to determine their pronunciation, to get their *common* meaning.

In this grade the pupils should be taught to recognize the common derivative words, and from them to determine the primitive ones, and *vice versa*.

The meaning of prefixes and suffixes, if learned at all, must be learned in the reader, not in the speller. This exercise should begin here and advance with the reading.

Continue the memorizing of selections containing gems of thought.

Do not allow pupils to attempt to read beyond their comprehension. Let pupils bring story books from home to read aloud in the class.

The examinations will test the pupils' ability to use synonyms, to give the derivation of words, to state the meaning of prefixes and suffixes, and to do work neatly. Of course these examinations will be purely elementary in their character.

Apply the remarks made in the Primary Division to the subject in this division.

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### PENMANSHIP.

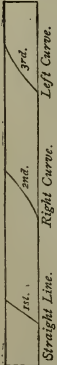
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#### OCTOBER.

Study the formation and analysis of i, u, w, n, m, x, v, o, a, e, c, r, and s. Call these *short* letters, and use only the straight line, the right and left curve in the analysis of each letter. Combine these letters by twos and threes into

words and sentences. Give space in height and width of each letter. "Have all the little fellows to write daily, hourly." Fix the *three* principles, only. Constantly refer to this plate for correct forms, spacing, etc.

# The Three Principles of Letters.

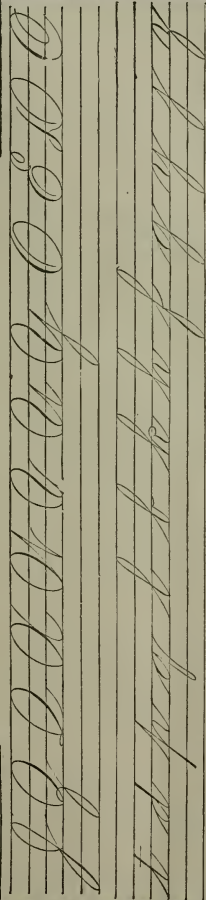


The copies in books 1 and 2 of this series, except the 1st line upon each page, are intended to be traced with *pen* and *ink*, or with pencil by the pupils.

**Capital Letters** should be made three spaces in height. The small *u* is taken as a standard of measurement. The *Capital Stem* as it occurs in the above letters, should be shaded *below* the center. The oval should be about  $2\frac{1}{2}$  spaces in height.



The small *t, b, h, k* and *f* extend three spaces above the base line and cross at  $\frac{1}{3}$  their length. The small *f, j, g, y* and *z* extend two spaces below the base line. *Loop Letters* are  $\frac{1}{2}$  space in width.



The thirteen **Small Letters** are each one space in height, except *v* and *s*, which are  $1\frac{1}{2}$  spaces.

The *t, d* and *p* extend two spaces above the base line. The *f* and *q*  $1\frac{1}{2}$  spaces below the base line.



The small *u* is taken as the standard of measurement in regard to *height* and *width* of *Capitals* and *Small Letters*. A space in *height* is the height of the small *u*. A space in *width* is the distance between the two downward strokes in the small *u*. All letters are formed upon a *slant* of 50 to 52 degrees from the horizontal to the right of the vertical. *Connecting Slant* varies from 20 $\frac{1}{4}$  to 35 degrees. The usual distance between small letters is  $1\frac{1}{2}$  spaces, except in the *d, g, q* and *a*, where it is  $2\frac{1}{4}$  spaces. The dot of the small *i* and *j* should be one space above each letter. Cross the small *t* at  $\frac{3}{4}$  its height.

Practice upon the following for October specimen.

LINES FOR OCTOBER.

"Hope—only Hope—of all that clings  
Around us, never spreads her wings."

NOVEMBER.

Study the formation and analysis of t, d, p, and q, and combine these with the *short* letters. Call this group the *semi-extended* letters. Use only the *three* principles. Review the short letters; practice and study the capital letters containing the capital O. (O, C, D, E, G.)

Copy for practice:

LINES FOR NOVEMBER.

"Friends, if we be honest with ourselves,  
We shall be honest with each other."

Lead pupils to discover the resemblances of letters. The small *i* alone is the base or main feature of twelve different letters. It is easy to teach the forms of letters when pupils can be made to understand how little there really is to learn. They should know, for instance, after studying *a* and *t*, that there is nothing new in *d*. All copies should be written upon the blackboard, which should be used again and again at every recitation in making explanations and illustrating mistakes. It is easy to acquire skill in the use of the board, and no teacher should be satisfied for a moment without it. If you have space, keep both small letters and capitals permanently on the board.

In their second year pupils should take pen and paper. Continue throughout the courses to use the blackboard in presenting each lesson. Blank paper (our examination paper is good) will, for many reasons, do better than copy books. Nothing can be accomplished when there are four or five different numbers of books in school. It is advised that all pupils using pen and ink write the same copy at the same hour. A child should no more turn from the regular lesson of the day to write a neglected copy than he should, in reading, refuse to recite with his class until he has "caught up."

DECEMBER.

Study the formation and analysis of l, b, h, k, f, g, y, z, and s. Use the *three* principles, only. Combine these letters with the semi-extended. Call this class of letters the *extended*. Practice and study those letters containing the "stem of beauty," as found in the capital letter M. (A, B, F, S, M, N, R, S, T.)

Copy for practice:

LINES FOR DECEMBER.

"Into each life some rain must fall;  
Some days must be dark and dreary."

Do not teach flourishing, simply plain writing.

JANUARY.

Classify the letters into *upper* and *lower* case (capital and small); subdivide the lower case into short, semi-extended and extended. Thus:

LETTERS	{	UPPER CASE.	{	Short,
		LOWER CASE.		Semi-extended, Extended.

Practice and study those capitals (upper case) not yet studied. Let each pupil select and practice writing a short saying, or stanza, of not more than four lines, during the month. This will be called for in the January examination.

## FEBRUARY.

Let those pupils who are advanced drop out of the class, if they desire, but have them understand that the February examination will contain a review of Penmanship. Let the teacher give his class practice in such work as he may think best, but do not abandon the writing exercise.

Write and receipt bill for three articles purchased of your nearest merchant as a specimen of your penmanship. Be certain that the date, place, name, etc., are correctly written. Take the specimen at any time.

Other months at the discretion of the teacher.

NOTE.—The superintendent believes that *one* copybook in the ungraded schools will be all sufficient in the course. He has carefully studied the various systems, and believes that any author giving a complete analysis of *all* the letters in *one* book, will best serve the purpose of the examination. He also believes that, no matter what book is used, it is best to teach the *three* principles, only.

It should be remembered that constant practice, with a view to improving each individual letter is the only way to perfect your penmanship.

The teacher will select one of the following forms for practice, at such times as he deems best:

*Decatur, Ill., July 4, 1885.*

---

*Eaton, Pa., May 9, 1776.*

---

*New York, Aug. 26, 1667.*

---

*Mr. E. R. Eastman,*  
*Decatur, Ill.,*  
*Sir,—*

---

*Hon. Henry Baal,*  
*Springfield, Ill.,*  
*Dear Sir,—*

Messrs. Wicks & Jacobs,  
Mitchell, Pa.  
Gentlemen.—

J. McGinnan,  
Jediet, Ill.  
My Dear Sir,—

Very Truly Yours.

(Name of Pupil.)

I am, Sir,  
Yours Truly,

(Name of Pupil.)

Your Obedient Servant,

(Name of Pupil.)

Your Cousin,

(Name of Pupil.)

Have pupils draw exact size of envelope upon slates, write and address as for mailing, and criticise.

Continue this at pleasure, always having the question of punctuation, form, and neatness in view. Break up any incorrect habits already formed.

### ORTHOGRAPHY.

If the spelling book is used at all it should not be introduced before the pupil enters the Fourth Reader grade. Spell every new word in the reader when first found and constantly review those likely to be misspelled. Spell all the proper names from the geography likely to be missed. Do this in other branches, also.

### LANGUAGE.

(See Appendix.)

## ARITHMETIC.

The Third Reader class should complete the work of any modern Arithmetic, No. 1; in other words, this amount of work should be given this class before it enters the Practical, or Written Arithmetic. The great trouble has usually been that teachers push their pupils along too rapidly in the primary grades in this branch. Let us do our work more carefully and patiently than ever before. The future success of the pupil in this branch lies in his ability to master the fundamental rules. If he has the ability, give him the opportunity. The teacher will use his discretion about the extent of the work in this grade, and will hold examinations at such times as he may think best. These should be at least monthly.

If the text book be placed into the hands of the pupil in the Third Reader, it should be some good primary one, not the written arithmetic. No rules should be required, simply an abundance of practice as suggested in the Primary Division.

## OCTOBER.—BEGINNERS.—WRITTEN ARITHMETIC.

1. Notation and Numeration; two methods. Unit, number, figure, order, period.
2. Addition; sum or amount, sign, equality, equation.
3. Understand and define like and unlike numbers.
4. Dollar sign, number of places for cents, mode of expressing cents.
5. Drill on adding columns of numbers.
6. Subtraction: minuend, subtrahend, difference or remainder, sign.
7. How prove work?
8. Many examples involving addition and subtraction.
9. In examples to be explained, the operations should be indicated by signs.

10. Tables of Money and Time. Use them in many simple problems.

NOTE.—Solve at least one example a day in Mental Arithmetic, using a method of analysis similar to the following:

EXAMPLE: John is sent to the store with a five dollar bill; he buys fifty cents' worth of coffee and a dollar's worth of sugar. How much change should he receive.

After the pupil has repeated the example understandingly, he should say: Since John paid fifty cents for coffee and a dollar for sugar, he paid for both the sum of fifty cents and one dollar, which is one dollar and fifty cents. He should receive in change the difference between five dollars and one dollar and fifty cents, which is three dollars and fifty cents.

Drill ! Drill !! Drill !!!

ECONOMY OF TIME: Assign problems for solution at the study desk; have these solved and indicated upon the slates as they would appear upon paper in the monthly examinations. Spend all the time of the recitation in the analysis of these problems, and in questioning the pupils concerning principles and processes. Many teachers in the country actually *lose* all the time of the recitation in the *preparation* of problems at the blackboard. *The study desk is the place for all preparation of work for the recitation.*

## NOVEMBER.

1. Multiplication: multiplicand, multiplier, product, sign.
2. The denomination of the product. What about the multiplier?

$$\begin{array}{lcl}
 \text{Principles} & & \\
 \text{of} & & \\
 \text{Multiplication:} & \left\{ \begin{array}{l} \text{Multiplicand} \times \text{Multiplier} = \text{Product.} \\ \frac{\text{Product.}}{\text{Multiplier.}} \end{array} \right\} = \text{Multiplicand.} \\
 & \left\{ \begin{array}{l} \frac{\text{Product.}}{\text{Multiplicand.}} \end{array} \right\} = \text{Multiplier.}
 \end{array}$$

5. Table of dry Measure with a review of the tables already learned.

NOTE.—Solve at least one example a day in Mental Arithmetic, using a method of analysis similar to the following:

EXAMPLE: Find the cost of five bushels oats at thirty-five cents a bushel.

After the pupil has repeated the problem understandingly, he should say: Since one bushel of oats costs thirty-five cents, five bushels will cost five times thirty-five cents, which is one dollar and seventy-five cents; hence five bushels of oats will cost one dollar and seventy-five cents.

Drill ! Drill !! Drill !!!

Do not stop with the limit of the examination but move right along as far as possible to do the work thoroughly.

## DECEMBER.

1. Division; dividend, divisor, quotient, signs, remainder.
2. How prove work?
3. What are the factors in division?
4. Understand and define even and odd numbers, prime and composite numbers.

5. All work to be explained should be indicated.

$$\begin{array}{lcl}
 \text{Principles} & & \\
 \text{of} & & \\
 \text{Division:} & \left\{ \begin{array}{l} \frac{\text{Dividend.}}{\text{Divisor.}} \end{array} \right\} = \text{Quotient.} \\
 & \left\{ \begin{array}{l} \frac{\text{Dividend.}}{\text{Quotient.}} \end{array} \right\} = \text{Divisor.} \\
 & \text{Divisor} \times \text{Quotient} = \text{Dividend.}
 \end{array}$$

7. Table of Long Measure with a review of the tables already learned.

8. Solve at least one example a day in Mental Arithmetic, using a method of analysis similar to the following:

EXAMPLE: Mary sold four quarts of berries at ten cents a quart, and with the money bought calico at five cents a yard. How many yards of calico did she receive?

Since one quart of berries is worth ten cents, four quarts must be worth four times ten cents, which is forty cents. If for five cents she received one yard of calico, for forty cents she would receive as many yards as five cents are contained times in forty cents, which are eight times; hence eight yards of calico.

Drill ! Drill !! Drill !!!

Do all work thoroughly, indicate and give full analysis of every problem; have new and original problems every day.

## JANUARY.

Compound Numbers: Classify tables into money, weight, measures of extension, of capacity, circular, time, miscellaneous.

Reduction: Ascending. Descending.

Have full analysis of each problem; give appropriate, practical problems upon each table.

## FEBRUARY.

The fundamental rules applied to compound denominate numbers. The Government Land Surveys and practical land problems applied to farming Numbers factored to 100.

Drill ! Drill !! Drill !!!

Other months at the discretion of the teacher; usually it will be well to take the October work for the B. Class, in this Division, for this month; if the class attend through the spring months it is best to take the regular monthly work for the fall months; this prepares the pupil for strong work during the following year.

## OCTOBER.—B. CLASS.

1. Factoring: prime and composite numbers; even and odd numbers.
2. Divisor, common divisor, greatest common divisor.
3. Find the Greatest Common Divisor of numbers by *factoring* only. Be able to explain the work.
4. *Multiple*, common multiple, least common multiple.
5. Find the Least Common Multiple by *factoring*. Be able to explain the work.
6. Longitude and Time.

## NOVEMBER.—FRACTIONS.

NOTE.—Remember that fractions occur in nearly every calculation of actual business, and that these fractions usually appear in the simple forms of halves, thirds, fourths, etc.; hence the importance of this subject. (A fraction is a division.)

1. Fraction: terms (numerator and denominator), proper, improper, mixed numbers, simple, compound, complex.
2. How reduce a fraction to its lowest terms? Upon what principle does this depend? Notice the use here made of factoring.
3. How reduce an improper fraction to an integer or a mixed number? Solve many examples mentally, using a rigid form of analysis, as: Reduce 7-2 to a mixed number. Since in one unit there are 2-2, in 7-2 there are as many units as 2-2 is contained times in 7-2, which is three times and a half; hence 7-2 are equal to  $3\frac{1}{2}$  units.
4. How reduce a mixed number to an improper fraction? Solve many examples mentally, using a rigid form of analysis, as: Reduce  $3\frac{1}{2}$  to an improper fraction. Since in one unit there are 2-2, in 3 units there must be three times 2-2 which is 6-2; and  $6-2 + \frac{1}{2}$  equals 7-2.
5. How reduce a whole number to the form of a fraction?
6. How reduce fractions to their least common denominator? What former principle is applied here, and of what use is this case?
7. Addition of fractions.

## 8. Subtraction of fractions.

Drill! Exercise!! Practice!!!

Turn forward to the promiscuous problems and solve those which apply to principles already learned.

## DECEMBER.

## 1. Multiplication of fractions.

1. How multiply a fraction by a fraction?

3. Whenever a whole number is one of the factors, change it to the form of a fraction, and then proceed as in multiplication of one fraction by another.

## 4. Division of fractions.

5. How divide a fraction by a fraction?

6. Whenever a whole number occurs in division of fractions, change it to the form of a fraction, and then proceed as in division of fractions.

Review where most needed.

## JANUARY.—DECIMAL FRACTIONS.

NOTE.—The only point in decimal fractions is the *decimal point*. The other principles are the same as in simple numbers.

1. Notation and numeration. Drill! Be thorough!!

2. Location of the decimal point in addition and subtraction.

3. Learn the rule *verbatim* for multiplication and division.

4. Change a decimal fraction to a common fraction.

5. Change a common fraction to a decimal fraction.

6. Difference between a decimal and a common fraction.

Pupils should write promissory notes at this stage; they should be able to make out bills and receipt them.

## FEBRUARY.

Review if thought best; if not necessary take up the October work for the Advanced Division. Do not neglect practical problems in lumber trade; in avoirdupois weight, etc.

Turn to any or all problems not understood and have pupils solve and explain until the principle is fixed in the mind. If thorough work is done, the class should take up percentage, and push on to such point as the teacher's judgment may dictate.

The examination for this month will be made up of practical problems, closing with decimals.

The teacher will use his judgment as to work for other months.

## ORAL GEOGRAPHY.

Books: None needed by the pupil.

Object: To prepare the pupil for the text-book, by giving him PRIMARY IDEAS concerning the earth, and by teaching him to recognize objects by their proper geographical symbols, as used upon maps and globes.

## OCTOBER.

[Much of the following is adopted from *White's Oral Lessons in Geography*, now out of print.]

THE IDEA OF TIME;—Light called day, darkness night. Days long in summer and short in winter; nights the opposite. Winter evenings long,

summer, short. Day and night together a natural day, or 24 hours. Babylonians began day at sunrise; the Jews, at sunset. The civil day begins and closes at midnight, Twenty-four hours in a day. Number of hours in a school day; number of times the clock strikes; when school opened to-day; when it will close; length of recess; of noon; number of recesses in an hour; school be silent a minute; length of class exercise; time to walk home; minutes in an hour; seconds in a minute: use of clocks and watches; use of hands, and how to tell the time; sun-dials, and how made; noon-marks, and when useful; hours measured formerly by the burning of notched candles; by hour-glass. Names of days of week; the first and last day; weeks in a month; weeks since a visit, since school began; a year; from birthday to birthday; from Christmas to Christmas; from New Year to New Year; months in a year; weeks; days; time table learned.

#### METHODS AND HELPS.

In giving oral examination we should ever bear in mind that the child acquires a real knowledge of things generally through its own observation. Keep in mind, then, that the instruction is upon real objects, and that your inquiries must appeal to the senses of the pupil for answers. Wherever practicable, bring the object before the class. If not so, try to get pictures for your illustration.

The child's limbs are important factors in securing an education; give them something to do at each lesson.

Make your lessons short, but lively. Be brief, Five minutes daily are sufficient to complete the course.

Enter into the spirit of the lesson yourself, or you will fail. Be filled with that enthusiasm which inspires others.

#### NOVEMBER.

THE IDEA OF PLACE,—The terms, right, left, front, back. Point in these directions: name numerous objects in these directions; change positions and name as before; teacher names objects and class locate by same terms; the individual names of objects located by the class, and *visa versa*. Objects upon the table, or floor, located in same manner. Point to top, bottom, right side, left side, and center of map.

IDEA OF DIRECTION.—Pupils face the rising sun; the setting sun; at noon; sunrise, and sunset; face east; the west; shadow in morning, evening; noon; face shadow at noon, face is north and back south; face the different points of the compass; (exhibit compass, if possible to do so); pupils point in successive directions; locate numerous objects in the room; pupils walk so many steps in given direction; directions of lines in room, (cracks, desks, &c.) sides of room; objects near the house; walks of pupils to and from school. The semi cardinal points; location of more objects in and out of school-room; direction of north wind, east wind.

How does the sun get back to the east every twenty-four hours? Is the world flat? If so, how does the sun get through? Is the sun larger or smaller than the earth?

## DECEMBER.

**IDEA OF DISTANCE.**—Compare the length of objects with each other; supply the pupils with foot rules; guess length of objects, then measure them; extend this practice to the yard, when inside of room is exhausted; secure a line one rod in length; pupils guess distances, then measure them: select objects a half mile away; a mile away; distance to school, or home; to church; combine distance, time, and direction, by the use of imaginary or real journeys. To illustrate, "The church is about a mile due east, and it will take twenty minutes to walk to it."

Review most difficult points.

**IDEA OF MAP.**—Top of board, north; bottom, south; right hand, east; left hand, west. Draw map of school-room, upon a definite scale. Locate doors, windows, stove, desks, &c. Pupil locate with pointer; compare map with room; note the boundaries; same of lot; of a well known farm; draw map of school-grounds upon slate; draw this figure,—

2	5	4
8	1	7
3	9	6

Form many questions, such as: Direction of 3 from 1; 4 from 1; 2 from 6, &c.

Draw map of district and township; represent roads, villages, bridges, &c., upon this; use map to find symbols of object; continue this until pupils can locate all objects, and draw a neat map of the township. Let each pupil prepare and file map with the examination.

## JANUARY.

Take pupils on imaginary journeys in different directions, noting hills, streams, prairies, woodlands, villages, &c.; let pupils tell of what they have seen when abroad. Review township map.

Let pupils tell of the kinds of soil; speak of the Sahara; the prairies; name grains produced; name some production of China, South America, Greenland. (When you name a place, always point to it on the map.) Talk of trees, and go from known trees to the great trees of California, and the Brazilian forests; how to tell the age of trees; useful trees: pupils name fruits; name fruits eaten, but not grown in vicinity; find pictures of tropical fruits; pupils name domestic animals at home; why is each one useful? Name wild animals; those of the woods; of the house and barn; fur-bearing animals; burrowing animals; races of men.

Talk of Indians, and where found; of Japanese; of Poles, &c. Occupations of people; wild and domestic fowls; speak of some of the most important ones; define the different kinds of meat; talk of the four seasons, and their products; sun nearer earth in winter than summer; sun's rays more direct in summer; shadow shorter in summer.

Draw county map, and take imaginary journeys across it; locate and point out all things of importance; pupils point toward real objects in county; bound it; bound township; bound school-room. File map with regular examinations.

## FEBRUARY.

With state map suspended before pupils, point out your village, township, county seat, your county; counties made up of townships; a state of counties. Draw outline of your county upon board, on same scale as state; your state as many times larger than your county, as your state map is larger than the county map; time it would take to cross the state at the rate of twenty miles per day; locate and find capital; why called capital; speak of governor and legislature; if a pupil has seen the capital, let him speak of it; pupils point toward it; find and locate metropolis; a journey from capital to metropolis, how made; what crossed, and how; find and locate asylum for blind; (deaf and dumb); for lunatics; the state's prison; (arsenal); normal school; noted colleges; places noted for the manufacture of certain things; noted historical items of interest; find location for certain mineral products; take steamboat at ———, for ———, and tell what you would pass; with what would you load and unload; canal, if any; take cars from ———, to ———; note places of interest; name exports of home market; imports of same; imports and exports of state; a noted monument or park; oldest town in state.

SUMMARY.—Boundaries and extent; surface; soil and productions; climate; minerals; manufacturers and commerce; internal improvements; education; cities; rivers, &c.

*The following is left to the discretion of the teacher, as to the time for study.*

Find picture of a hill; select one in neighborhood if possible; talk of its foot, sides, top (or summit), slope, &c; get an idea of a precipice; secure definition for hill; mountain. Top covered with snow, very high, clouds rolling round it, &c. Mountains joined together; a tunnel; use of mountains; a volcano; show picture of one; tell of fearful eruptions, and noted volcanoes; define mountain range and volcano; all plains not level; a gradually rolling country a plain; talk of prairies; define plain, valley, prairie, desert. Streams, great and small; their direction, mouth, head, channel, bed, branches, rapids, falls; speak of freshets and inundations; talk of steamboats, head of navigation, commerce, &c; define spring, rivulet, brook and river. Talk of ponds, lakes; their shores, outlets and inlets; waves and how caused; speak of storms and waved-tossed ships; define lake, pond.

## LOCAL GEOGRAPHY.

Be sure that your pupils have *ideas* before *words*. A correct idea of a cape or island should precede the definition. The names of the lines and circles upon maps should be early taught. Outline maps are almost indispensable in teaching local geography without the text. If they cannot be had, the teacher should draw them upon the board. Place maps upon the north board or wall. Provide a wooden pointer whose end is covered with a pencil eraser. The teacher should insert some interesting fact as the pupils point out places.

ADVANCE LESSON.—The teacher directs class to a few objects as represented upon the map. He names them distinctly and requires class to do so in concert, as the pupil points to them. Difficult names are repeated by teacher and pupils.

The second time the lesson is passed over, the pupil will locate (silently with pointer) the places in exact order, without aid from the class or the teacher. "Not right," or "omitted," should arrest the pupil at every error.

**REVIEW LESSON.**—The pupil will give the location of objects in words while pointing. The pupil should follow the models given for the recitation. It will be a saving of much valuable time to adopt a definite model for the location of places.

It is well to divide the class into two divisions, and have pupils in each, test the other by asking such questions as they may think difficult. Some record of the failures or credits will enable class to see which is most successful. This test will apply to text-book geography, also.

A short written review daily will stimulate to exact and careful work.

Pupils should be encouraged to find new facts concerning places, and to tell them in their own language.

Be careful about the use of good language.

Let one pupil give boundaries of a country; another the names and description of its rivers; another its capes; another its cities, &c., always telling of important things connected with each.

Whenever the teacher is uncertain as to a pupil's knowledge, he should ply him with searching questions concerning the doubtful points.

Where the outlines of a country are somewhat regular they should be sketched, and form an essential part of the preparation for work. Map drawing is a necessary aid to the study of geography, provided the geography is not lost sight of in the embellishment of the map.

#### MODELS.

**POLITICAL DIVISIONS.**—The United States is bounded on the north by British America, on the east by the Atlantic Ocean, on the south by the Gulf of Mexico and Mexico, and on the west by the Pacific Ocean. (Alaska should be bounded separately as a part of the U. S.) The capital is *Washington*.

**PENINSULAS.**—Lower California is in the western part of Mexico and embraced by the Gulf of California and the Pacific Ocean.

**CAPIES.**—Cape Hatteras is the eastern extremity of North Carolina, and extends into the Atlantic Ocean.

**ISLANDS.**—Cuba is southeast of Florida, in the Atlantic Ocean.

**MOUNTAINS.**—The Appalachian mountains are in the eastern part of the United States, and extend northeast and southwest in a line parallel with the coast.

**MOUNTAIN PEAKS.**—Mount Washington is a peak of the White mountains, in New Hampshire

**ISTHUSES.**—The Isthmus of Darien connects North and South America, and separates the Atlantic and the Pacific Oceans.

**PROMONTORIES.**—See model for cape.

**VOLCANO.**—See model for a mountain peak.

**VALLEY.**—The Valley of the Mississippi lies between the Appalachian mountains, on the east, and the Rocky mountains on the west.

SEAS, GULFS, BAYS, SOUNDS, AND INLETS.—The Caspian sea is on the boundary of Europe and Asia, at the Southeast of Europe, and has no outlet.

STRAITS AND CHANNELS.—Florida strait separates Florida and Cuba, and connects the waters of the Atlantic with the Gulf of Mexico.

LAKES.—Peoria lake is north of Central Illinois, and has the Illinois river as its outlet.

RIVERS.—The Ohio is formed by the junction of the Alleghany and the Monongahela in the western part of Pennsylvania, flows southwest, into the Mississippi.

CITIES.—Cairo is at the junction of the Ohio and Mississippi rivers, in Southern Illinois.

#### EXTENT OF ORAL GEOGRAPHY.

The extent of oral geography should not stop short of a fair knowledge of the United States; a limited knowledge of South America, Europe, Asia and Africa.

The teacher should *know* his lessons well, should make his explanations sparkle with condensed information in the shape of curiosities, and interesting facts, and should leave his pupils ready and willing to take up the text-book when prepared to enter it.

But one text should be purchased in the rural schools. Pupils should not purchase the primary geography, but remain in the oral geography until they reach the fourth reader; then one book will do for the two year's work required.

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### TEXT-BOOK GEOGRAPHY.

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Book : Any author.

Object: Definite work in the geography of the United States, and a short study of other countries in North America.

Time: One to two years.

Grade: Fourth Reader.

#### OCTOBER.—STUDY OF ILLINOIS.

1. Position: Latitude, longitude, outline (regular or irregular), extent (east or west) in miles, area (compare in size with surrounding States), coast waters bordering it.

2. Surface: Level, undulating, hilly.

3. Boundaries (exact constitutional), of home state.

4. Rivers: Mississippi, Ohio, Wabash, Rock, Illinois, Kaskaskia, Sangamon.

5. Lakes: Michigan, Peoria.

6. Climate: Modified, how?

7. Natural Advantages: On the surface, in the earth, on the water.

8. Occupations: Agricultural, mining, manufacture, transportation.

9. Internal Improvements: Railroads (5), canals, State house, penitentiaries, colleges, asylums, etc.

10. Name and locate ten prominent cities.

11. Education: State superintendent, county superintendent, school trustees, school directors, teachers.

12. History of the capital, with dates of removal.
13. Number of counties, boundaries of this.

### METHODS AND HELPS.

As many of the pupils in this grade may not enter the schools until a short time before the examination, the outline is limited to your home state; but you should move right along with the next month's work, even if it be done before the examination. This division into months is simply for the purposes of examination—not as a limit to study.

First, complete the study of Illinois, in order to get a model, then fill out a form similar to this, but somewhat fuller, and more complete. Make a special study of it. The form should contain a few more cities and objects of interest.

Adopt this or some other similar form for each state. It will be needed in written reviews:

#### BLACKBOARD FORM.

1818. ILLINOIS. "Sucker State."	{	Boundary.	
		Area.	
		Population.	
	{	Rivers.	{ Mississippi. Rock. Illinois—Sangamon. Kaskaskia. Ohio—Wabash.
		Lakes.	{ Michigan. Peoria.
		Cities.	{ Chicago. Peoria. Bloomington. Quincy. Alton. Joliet. SPRINGFIELD. Centralia. Etc., etc.
	{	Vegetable productions.	
		Mineral productions.	
		Objects of interest.	
		Draw map.	

A pupil may place forms similar to preceding, upon the board, for each state; the teacher should see that it contains all that is found in the outline. If the teacher considers other objects of sufficient interest, he should insert them at the proper place.

Use this book in the study of each State and follow the topic lists in the recitation. Pupils should build up the Brace Form on their slates (or what is better, in their note books), and be required to reproduce them on the board. Talk about the length and breadth of Illinois; its navigable rivers; lake coast; why favorable for commerce; its imports and exports; railroads; coal and lead mines; its principal canal (define canal); its two Normal Schools; State University; penitentiary; bridge at East St. Louis; shot-tower and crib at Chicago. Let the teacher direct pupils how to find these and many more items of interest. Make good use of all the special geographies of Illinois. Read all that can be found concerning a place while studying it.

Define the following terms at the proper time in the study of the above: Valley, plain, prairie, forest, rivulet or rill, brook, course of a river, source of a river, mouth of a river, bank of a river, right bank, left bank, bed of a river, river basin, pond, lake shore, harbor, railroad, village, town, capital, capitol, metropolis, political division, map.

NOVEMBER.—NORTH ATLANTIC STATES.

(NEW ENGLAND).—Arrange the following geographical objects by States, as suggested for Illinois: Rivers,—St. John's, St. Croix, Penobscot, Kennebec, Androscoggin, Merrimac, Connecticut, Thames. Lakes,—Grand, Moosehead, Chesuncook, Winnepesaukee, Memphremagog, Champlain. Bays,—Passamaquoddy, Penobscot, Casco, Massachusetts, Cape Cod, Buzzard's, Narragansett. Mountains,—White and Green. Mountain Peaks,—Mt. Katahdin, Saddle Back, Mt. Washington, Mt. Mansfield, Killington Peak, Mt. Tom, Mt. Holyoke. Islands,—Grand Menan, Mt. Desert, Nantucket, Martha's Vineyard. Capes,—Ann, Cod. Cities,—Portland, Augusta, Bangor, Manchester, Concord, Nashua, Portsmouth.—Burlington, Montpelier, Rutland.—Boston (capital), Cambridge, Lynn, Salem, Lowell, Plymouth, Worcester, Springfield.—Providence, Newport (capitals). New Haven, Hartford, New London, Bridgeport, Norwich. Notes: The metropolis is placed first, the capital second, in the list of cities.

Define each new term introduced, and review others daily until learned.

Do not memorize areas, except for a very few of the most important States.

Show the child how to arrange each State under the brace. Suppose we are to study Maine; the child should make up his outline on the slate as he studies his lesson, thus:

Maine 1820.	{	Boundary.		
		Area (comparative).		
		Rivers	{	St. John's.
				St. Croix.
				Penobscot.
				Kennebec.
				Androscoggin.
		Lakes.	{	Grand.
				Moosehead.
				Chesuncook.
		Bays.	{	Passamaquoddy.
				Penobscot.
				Casco.
		Mts.	{	Katahdin.
				Saddle Back.
Islan's	{	Grand Menan.		
		Mt. Desert.		
Cities	{	Portland.		
		AUGUSTA.		
		Bangor.		
	{	Vegetable.		
		Animal.		
		Mineral.		
		Products for New England (as a whole).		
	{	Objects of Interest.		

The teacher should place the outlines on the board for a few lessons and spend the recitation in showing the pupil how to study his lesson (topically), and how to recite it. Have numerous tracing lessons and imaginary voyages. Make the lesson and the study lively by talks with pupils about history connected with places, about colleges, scenery, tunnels, water power, derivation of names, nicknames, etc. Associate something important with everything learned.

When you have completed the New England (Eastern) States, begin at once on the December work. *The division into month's work is simply for the purpose of review and examination.*

#### DECEMBER.—MIDDLE AND ATLANTIC STATES.

**RIVERS.**—Hudson, Mohawk, St. Lawrence, Oswego, Genesee, Niagara, Delaware, Schuylkill and Lehigh, Susquehanna, Juniata and Potomac. Ohio, Alleghany, Monongahela.

**CITIES.**—New York, Brooklyn, Albany, West Point, Troy, Saratoga, Utica, Syracuse, Auburn, Rochester, Buffalo, Elmira, Trenton, Jersey City, Newark, Princeton, Camden, Philadelphia, Harrisburg, Reading, Pittsburg, Erie, Dover, Wilmington, Baltimore, Annapolis, Washington.

**BAYS.**—New York, Long Island Sound, Delaware, Chesapeake.

**MOUNTAINS.**—Adirondac, Highlands, Catskill, Alleghany, Mt. Marcy.

**LAKES.**—Erie, Ontario, Champlain, Oneida, Cayuga, Chautauqua, and Otsego.

**CAPIES.**—May, Henlopen.

As soon as you complete the outline for December, begin with that for January. It will be all the better if you can do more than is here outlined.

#### JANUARY.—SOUTH ATLANTIC, SOUTH CENTRAL, AND NORTH CENTRAL STATES.

**RIVERS.**—James, Roanoke, Neuse, Cape Fear, Santee, Savannah, Altamaha, St. Mary's, St. John's, Appalachicola (Flint and Chattahoochee), Mobile (Alabama and Tombigby), Pearl, Yazoo, Mississippi, Tennessee, Cumberland, Kentucky, Wisconsin, St. Croix.

**CITIES.**—Richmond (capital), Norfolk, Yorktown, Alexandria, Lynchburg, Petersburg; Wilmington, Raleigh, New Berne; Charleston, Columbia, Savannah, Atlanta, Milledgeville, Augusta, Dalton, Columbus, Macon; Jacksonville, Tallahassee, St. Augustine, Pensacola, Key West; Mobile, Montgomery, Selma, Huntsville; Vicksburg, Jackson, Natchez; Memphis, Nashville, Chattanooga, Knoxville; Louisville, Frankfort, Lexington; Wheeling (capital), Parkersburg, Charleston; Indianapolis (capital), Fort Wayne, Terre Haute, Evansville, New Albany, Madison, Lafayette; Cincinnati, Columbus, Cleveland, Sandusky, Toledo, Springfield, Dayton; Detroit, Lansing, Kalamazoo, Grand Rapids, East Saginaw, Ann Arbor; Milwaukee, Madison, Fond du Lac, Racine, La Crosse, Oshkosh.

**CAPIES.**—Charles, Henry, Lookout, Fear, Sable.

**LAKES.**—Okeechobee, Erie, St. Clair, Huron, Michigan, Superior.

**BAYS.**—Pamlico Sound, Albermarle Sound, Appalachee, Mobile Saginaw, Green Bay, Tampa.

MOUNTAINS.—Alleghany, Cumberland, Blue Ridge, Mitchell's Peak.

NOTES.—Follow the same general plan as outlined for Illinois and the New England States. Define any or all terms used, as you may deem best. Define ocean, and locate the five usually given. *Review! REVIEW!!*

FEBRUARY—WEST CENTRAL (NORTH AND SOUTH DIVISION), WESTERN, OR HIGHLAND STATES.

RIVERS.—Minnesota, Des Moines, Missouri, Osage, Kansas, Platte, Red River of the North, Arkansas, Red, Sabine, Brazos, Colorado, Rio Nueces, Rio Grande, Columbia, Sacramento, Colorado (Green and Grand), San Joaquin, Yukon, Willamette, Snake.

CITIES.—Minneapolis, St. Paul, Winona, Red Wing; Davenport, Des Moines, Burlington, Keokuk, Dubuque, Council Bluffs; St. Louis, Jefferson City, Kansas City, Hannibal, St. Joseph; Leavenworth, Topeka, Lawrence; Omaha, Lincoln; Little Rock (capital), Hot Springs; New Orleans, Baton Rouge; Galveston, Austin, Houston, San Antonio, Brownsville; San Francisco, Sacramento, San Jose; Portland, Salem; Virginia City, Carson City; Denver (capital).

THE TERRITORIES.—Prescott, Tucson, Santa Fe, Albuquerque, Salt Lake City, Cheyenne, Boise City, Idaho City, Helena, Virginia City, Tahlequah, Yankton, Sitka.

MOUNTAINS.—Iron, Pilot Knob, Pike's Peak, Mt. Shasta, Mt. Hood, Mt. St. Elias, Mt. Fairweather, Rocky, Coast, Sierra Nevada.

LAKES.—Itasca, Devil's, Great Salt, Tulare, Klamath.

CAPIES.—Flattery, Mendocino, Ft. Conception, Prince of Wales.

#### OTHER COUNTRIES OF NORTH AMERICA.

CITIES.—Halifax, Charlottown, Frederickton, St. John, Quebec, Montreal, Ottawa, Toronto, St. John's, Winnipeg, Victoria, New Westminster, Havana, Aspinwall, Panama, San Salvador, Guatemala, Balize, Vera Cruz, Tampico, Mexico, Acapulco, Metamoras, Reykjavik.

ISLANDS.—Greenland, Iceland. New Foundland, Cape Breton, Bermudas, Bahamas, West Indies, Sitka. (Name the largest four.)

CAPIES.—Farewell, Race, Sable, St. Lucas, Barrow.

BAYS.—Hudson, Baffin, St. Lawrence, Mexico, Campeachy, Honduras, California. Caribbean and Behring Straits.

Generalize the study of North America at this point, and make up general topic lists for review. The thoughtful teacher will have his class get the ideas expressed by each term in geography before he requires a definition. Do not make the sad mistake of beginning at the first page of the book and spending several weeks on definitions, but commence at once with the map studies, and develop the idea as you find need for the terms. Definitions are useless, unless the pupil has a clear idea of their meaning.

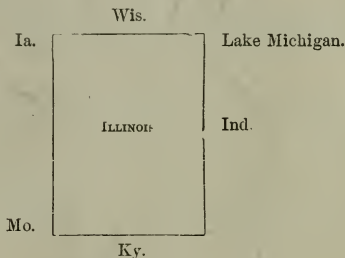
Whenever the class has completed this outline in geography it may enter the advanced class in the same study. Bright pupils who push forward with

the outlines and complete all required, should enter the next class in this study. Do not tolerate more than *two* classes in the text-book. It is well to advise pupils not to purchase more than one book in geography (in rural schools).

From the first lesson make such brief explanations as are necessary to give the pupil a clear understanding of the shape of the earth; its rotation upon its axis; around the sun; cause of the succession of day and night; of the seasons; (do not give reasons for the location of the circles,) locate the principal circles; the zones; give dimensions of earth; talk of the commerce of each country and place; in fact, make all your authors at hand references for getting the greatest possible amount of information on the topic considered.

Associate the descriptive geography with the place studied at the time of study and recitation.

For blackboard reviews, use the "block-map," thus:



### UNITED STATES HISTORY.

Goodrich's Child's History is the text, Study it as taught in this book. The following scale will fix the limit for each month's examination:

October, to page 37.

January, to page 121.

November, to page 65.

February, to page 143.

December, to page 100.

March, to page 158.

**SPECIAL WORK.**—Make a special study of the story of Capt. Smith, found on pp. 16, 17, 20, 21, and 22, for October. For November, study pp. 30, 31, 35, 36, 41, and 42. For December, pp. 47, 48, 52, 54, 58, and 59. For January, pp. 64, 69, 70, 74, and 75. For February, pp. 80, 81, 82, 85, and 86.

For the other months, let the teacher direct his pupils as he knows best.

**TO THE PUPIL.**—Do not omit anything. Review something every day, Attend carefully to every question. If you have time to do so, would be well to copy some of the outline work of the advanced class as given by your teacher; it will aid you in your work next year.

## COURSE OF STUDY.—ADVANCED DIVISION

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### READING.

Book: The Fifth Reader.

Object: Same as in the Intermediate,

Materials: Same as in the Intermediate.

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### ORTHOGRAPHY.

The examinations for the work in orthography will be confined to the following limits:

For October—Define orthography, word, syllable, letter, elementary sound, vowel, consonant, vocal, subvocal, and aspirate.

Two rules for spelling:

Rule I. Final e followed by a vowel.

Rule II. Final e followed by a consonant. Note exceptions.

For November—Define diphthong, digraph, triphthong, trigraph, monosyllable, dissyllable, trissyllable, polysyllable.

Two rules for spelling:

Rule III. Final y of a primitive word preceded by a consonant.

Rule IV. Final y of a primitive word preceded by a vowel.

Be able to spell any word in the first ten pages of this manual.

For December.—Define a primitive, derivative, simple and compound word.

Two rules for spelling:

Rule V. Doubling of final consonant.

Rule VI. No doubling of final consonant.

Be able to spell all words on the first twenty pages of this book.

Review all previous work.

For January.—Define labials, linguals, palatals, suffix, prefix. Learn four rules for spelling plurals.

Be able to spell all words in the first thirty pages of this book.

For February—Be able to spell all words in this book—REVIEW! REVIEW!

Learn the use of the macron, tilde, breve, dots, cedilla and suspended bar.

Other months at the discretion of the teacher.

The orthography given above is not intended to supplant the drill in spelling which must supplement every lesson. If the spelling book is used, let it be used so as to be worth something. Do not assign ten words for a lesson. Let there be fifty or a hundred words or a whole page assigned, from which the teacher can select the ten, twenty or thirty he has time to hear. Give constant drill in rapid pronunciation, pupils having the books open before them. Spell difficult words in arithmetic, history, grammar, and geography. Never give up the fight in spelling.

## GRAMMAR.

## OCTOBER.

1. *a*, orthography; *b*, etymology; *c*, syntax; *d*, prosody. Etymology, 1 noun; *a*, proper and common; *b*, number, singular and plural; formation of regular and irregular plurals; *c*, gender, masculine and feminine (common), methods of distinguishing the sexes; *d*, persons (three); *e*, case, nominative as subject and predicate, possessive and objective. Declension. Rules for construction (nominative, possessive, objective).

The following form is universally recommended by the teachers who have used it. We cheerfully recommend it as being the best form of which we have any knowledge.

<i>The</i>	<i>man</i>	<i>stole</i>	<i>John's</i>	<i>hat.</i>
l. a. "man."	c. n. 3. s. m. g. n. c. "stole."	i. t. v. a. v. i. m. p. t. 3. s. "man."	p. n. 3. s. m. g. p. c. "hat."	c. n. 3. s. n. g. o. c. "stole."

Reading from top to bottom we have "the" is a limiting adjective, limits "man." "Man" is a common noun, third person, singular number, masculine gender, nominative case, subject of "stole," etc.

## NOVEMBER.

2. Adjective, limiting and qualifying. Comparison.

(NOTE.—Make a special review, *almost daily*, of the possessive, singular, and plural.)

3. Pronoun, antecedent, definition and rule. Otherwise treat as noun.

## DECEMBER.

4. Verb, classification (as to meaning, transitive and intransitive; as to form, regular and irregular), properties, voice, (*a*) active, passive, mode (five modes), tense, present [3], past [2], future [2]. Person and number depend on subject. Conjugation.

## JANUARY.

5. Adverb, of time, place, cause, manner.

6. Proposition.

7. Conjugation, co-ordinate and subordinate.

8. Interjection.

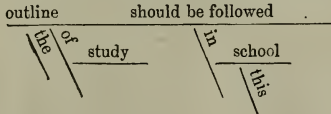
It would be well to write a neat letter this month, and file it for inspection by the superintendent when he calls; this letter should contain date line, superscription, subscription, &c., in regular form.

## FEBRUARY AND MARCH.

*Verbal Analysis.*

1. Describe the sentence.  $\left\{ \begin{array}{l} \text{As to structure.} \left\{ \begin{array}{l} \text{Simple.} \\ \text{Complex.} \\ \text{Compound.} \\ \text{Declarative.} \\ \text{Imperative.} \\ \text{Interrogative.} \\ \text{Exclamatory.} \end{array} \right. \\ \text{As to use.} \end{array} \right.$
2. Give the complex subject.
3. Give the simple subject.
4. Describe the modifiers of the subject as to  $\left\{ \begin{array}{l} \text{Structure.} \\ \text{Relation.} \\ \text{Base.} \end{array} \right.$
5. Give the base of the modifier and describe its modifiers.
6. Give the complex predicate.
7. Give the simple predicate.
8. Describe the modifiers of the predicate as to  $\left\{ \begin{array}{l} \text{Structure.} \\ \text{Relation.} \\ \text{Base.} \end{array} \right.$
9. Give the base of the modifier and describe its modifiers.

While we do not insist upon any particular form, we cheerfully recommend the following as being simple for the learner and pleasing to the eye:



Use some system of diagrams for the benefit of your classes. It is economy to do so.

## UNITED STATES HISTORY.

## OCTOBER—THE DISCOVERY PERIOD.

Use some good blackboard analyses for study and for constant reviews. We suggest the following, or something giving similar results:

- Spanish Explorers:*  $\left\{ \begin{array}{l} 1492 \text{ San Salvador.} \\ 1493 \text{ Isabella.} \\ 1498 \text{ South America.} \\ 1502 \text{ Central America.} \\ 1512 \text{ South Sea.} \\ 1513 \text{ Florida.} \\ 1520 \text{ Magellan.} \\ 1541 \text{ Mississippi.} \\ 1565 \text{ St. Augustine.} \end{array} \right.$

No uniformity of texts is needed; the more authors you have in the class texts the better for your pupils; history cannot be taught intelligently without a fair knowledge of several authors.

After reading your histories carefully to find out all that can be said about Columbus' first voyage, and his discovery of San Salvador, tell the same in your own language, and fix the fact that "in 1492 Columbus discovered San Salvador." Treat each date in this manner until the study of the Spanish explorers is exhausted. Take a small memorandum book, and carefully fill it as you progress in your study, first, with the blackboard outline, as given by your teacher; second, with a few odd questions; and third, with leading review questions calling for important facts in our history.

#### MEMORANDUM MODEL.

##### *United States History—Discovery Period.*

(Write the form for the Spanish explorers, as given at the head of this article.)

*Queer Questions.*—1. What did Columbus hold in his hand as he sailed out of the harbor of Palos?

2. Who waded into the South Sea when he first saw it? Why?

3. Why did De Soto drive hogs before him when he went on his exploring expedition?

4. Why was Florida so called? (Continue at pleasure.)

*Review Questions.*—1. Write the form for the Spanish explorers.

2. Write a brief sketch of Columbus.

3. Tell all about the settlement at St. Augustine.

4. Tell about the discovery of the South Sea, and who changed its name. Why?

5. Tell about how Columbus was buried.

(Continue this at pleasure, but be certain that you can answer all such questions in writing. Teacher will require historical essays after completing each blackboard outline.)

Make up form and study the English discoveries in the same manner from the following names: The Cabots, Sir Walter Raleigh, Gosnold, and Drake.

Ditto the French from Verazzini, Cartier, DeMonts, and Champlain.

Ditto the Dutch from Hudson.

Make a special study of Américus Vespúcius. Why?

Have you attended to the blackboard forms carefully?

Have you a good list of queer questions?

Can you write out the answers to all the review questions?

#### SETTLEMENT PERIOD.

##### *Blackboard Form.*

1607.  
Virginia.  
"Old Dominion."

{	1607 Jamestown.
{	1610 Famine.
{	1619 Legislative.
{	1620 Negroes.
{	1624 Royal.
{	1622 Massacre.
{	1666 Bacon's Rebellion.

Study this as in the plan for the discoveries. Place the nickname of each State beneath the name, and the date of the first settlement over the name. Attend to the queer questions and reviews.

Ditto the above form for Massachusetts.

Many teachers prefer this form.

I. Massachusetts.

1-1. Two leading settlements.

1-2. Plymouth colony.

- 1-3. Landing of the Pilgrims.
- 2-3. Character of Colonists.
- 3-3. Sufferings.
- 4-3. Treaty with Indians.
- 5-3. Miles Standish.
- 6-3. Progress.
- 7-3. Government.

2-2. Massachusetts Bay Colony.

- 1-3. The grant.
- 2-3. Settlements.
- 3-3. Character of the people.
- 4-3. Religious disturbance.
  - 1-4. Roger Williams.
  - 2-4. Mrs. Anne Hutchinson.
- 5-3. Harvard College.

3-2. Union of the Colonies.

4-2. Persecution of the Quakers.

5-2. Navigation Act.

6-2. King Philip's War.

- 1-3. Causes.
- 2-3. Events.
- 3-3. Results.

7-2. Royal Government established.

8-2. Salem witchcraft.

9-2. Manners and customs.

NOVEMBER.

*Settlement Period (continued).*

Use form similar to that given last month for the colonies of New Hampshire, Rhode Island, Connecticut, New Jersey, Pennsylvania, Delaware, Maryland, North Carolina, South Carolina, and Georgia.

INTERCOLONIAL WARS.

Do not spend to exceed ten lessons upon these four wars. Give cause, general result and effect upon the colonies especial attention. Outline quite fully the French and Indian War. Note especially the part taken by George Washington in this war and previous to it. Observe the extent of the territory ceded to England by the treaty which closed this war.

## DECEMBER—REVOLUTIONARY PERIOD.

Note causes which led to the War of Revolution. Outline events of each year. Memorize but few dates. Draw maps. to illustrate battles of Bunker Hill and Long Island. Note that the treaty of peace was not signed for two years after the fighting ended. Note also the adoption of Articles of Confederation and of the Flag. Observe the appearance of the flag, and be able to describe it and make a drawing of it.

## JANUARY—CONSTITUTIONAL PERIOD.

Outline events for each administration as in the following mode:

*Monroe's Administration—1817-1825.*

1—Election; *a*, by what party; *b*, meaning of election.

3—Important facts: *a*, internal improvements; *b*, Indian War in Georgia; *c*, purchase of Florida; *d*, states admitted; *e*, Missouri compromise; *f*, Monroe doctrine; *g*, LaFayette's visit.

Above administration is taken as a model, and the teacher is expected to assist the pupil in arranging the best possible topical outline. For the black-board and for definite written reviews, use the following form:

*From 1817 to 1825.*

Monroe—	{	1817—Mississippi.
		1817 to 1825—Erie Canal.
		1818—Illinois.
		1819—Alabama.
		1820—{ Maine.
		{ Missouri Compromise.
		1821—Missouri.
		1822—Monroe Doctrine.
		1824—LaFayette.

The above is simply suggestive. Care should be taken not to burden the mind with too many dates. Place them in your note books, but memorize, in the above outline for instance, 1818—Illinois, 1820—Missouri Compromise, and 1824—LaFayette.

Teachers should select or originate a good list of general questions on U. S. History. The pupil should be furnished with these, and requested to preserve them for constant use.

Make out form as needed for each of the Presidents in order. Use the same general plan as suggested in the first analysis and follow up the plan of reviews with much care. Do not omit an important question. This month's work will extend to Pierce's administration. Do not stop at the extent of the month's work if you can do more. Simply review to these limits for the examinations.

## FEBRUARY.

Complete the book to Johnson's administration. Keep up constant reviews.

## MARCH.

In this and the remaining months, do as the teacher suggests. The questions for examination for this month will be made up by the teacher.

## GEOGRAPHY.

It is best to encourage intermediate pupils who were in the schools during the past winter to continue the work outlined, in order to prepare for the fall and winter work.

If the teacher does his work thoroughly and carefully during the winter months he will lay the foundation for much private study during the vacations. By grounding the principles of some plan for outlining the several branches, the pupil will frequently be encouraged to push along in his studies during the vacations.

## OCTOBER—EUROPE.

1. Boundaries and area.

2. Indentation and projection of coasts (why suited to commerce.)

3. Mountains: Ural, Caucasus, Balkan, Alps, Carpathian, Apennines, Pyrenees, Kiolen or Scandinavian. Mountain Peaks: Ætna, Vesuvius, Hecla, Blanc, Mt. Elboorz.

4. Rivers: Dwina, Petchora, Ural, Volga, Don, Dneiper, Dneister, Danube, Tiber, Po, Rhone, Ebro, Tagus, Seine, Rhine, Elbe, Vistula, Thames, Liffey, Mersey, Neva.

5. Islands: Candia, Sicily, Sardinia, Corsica, Balearic—1 Majorca, 2 Minorca, 3 Ilica; Great Britain, Ireland, Man, Wight, Hebrides, Iceland, Gotland, Oeland, Oesel, Zealand, Orkney, Shetland, Faroe, Loffoden, Nova Zembla.

6. Cities: London, Liverpool, Manchester, Sheffield, Birmingham, Plymouth, Bristol, Glasgow, Edinburgh, Dublin, Belfast, Cork, Galway, Reykjavik, St. Petersburg, Moscow, Archangel, Sebastopol, Odessa, Warsaw, Riga, Constantinople, Belgrade, Vienna, Buda, Prague, Rome, Venice, Milan, Turin, Genoa, Florence, Bologna, Naples, Paris, Marseilles, Bordeaux, Lyons, Brest, Harve, Madrid, Malaga, Gibraltar, Barcelona, Lisbon, Oporto, Brussels, Antwerp, The Hague, Amsterdam, Berlin, Leipsig, Dresden, Frankfurt, Munich, Strasburg, Cologne, Bremen, Hamburg, Hanover, Madgeburg, Breslau, Konigsburg, Dantzic, Lubec, Copenhagen, Stockholm, Christiana, Bergen, Palermo, Athens, Berne.

7. Peninsulas: Crimea, Morea, Italia, Iberia, Jutland, Scandinavia.

8. Seas: White, Kara, Caspian, Black, Azov, Marmora, Archipelago, Mediterranean, Adriatic, Irish, North, Baltic.

Make out the brace form for Europe as you advance. Take each country and arrange as for Maine in No. 2. In the study of a place or country find out all that may be said of it in the descriptive geography. Omit no interesting or important fact concerning the subject under study.

## NOVEMBER—EUROPE (continued).

9.—Gulfs and Bays: Toranto, Genoa, Lyons, Biscay, Bristol, Riga, Finland, Bothnia.

10.—Straits: Bosphorous, Dardanelles, Otranto, Messina, Bamifacio, Gibraltar, English, Dover, Skager Rack, Cattagat, St. George's, North.

11.—Countries, Capitals, and Governments: Rule three vertical spaces; write the names of the Political Divisions in one column, the Capital Cities in another, and the kind of Government in the third column.

12.—Capes: Matapan, St. Vincent, Finisterre, Wrath, Land's End, Clear, Malin Head, Stadiland, North.

13.—Lakes: Ladoga, Onega, Malar, Wener, Wetter, Geneva.

1. Circle—define

(a) Great. Define.

(b) Small. Define.

2. Tropics and Polar circles. Define.

3. Equator. Define.

4. Meridians. Define.

5. Meridians. Define.

6. Horizon. Define.

Draw diagram showing the principal circles, width, and name of zones. If you have time to do so, it would be well to review the United States in a general way, as directed by your teacher.

#### DECEMBER—SOUTH AMERICA.

Boundaries, area, population, countries crossed by Equator, by Tropic of Capricorn; extent of latitude, north and south; of longitude, east and west. Physical features—Capes: Gallinas, St. Roque, Horn, Blanco; Rivers: Orinoco, Amazon, Negro, Madeira, Tapajos, Xingu, Tocantins, Para, San Francisco, La Plata, Uruguay, Parana, Paraguay; Lakes Maracaybo, Patos, Titicaca; Trinidad, Joannes, Falkland, Terra del Fuego, Juan Fernandez; Cities: Bogota, Aspinwall, Panama, Caracas, La Guayra, Georgetown, Paramaribo, Cayenne, Rio Janeiro, Para, Pernambuco, Bahia, Asuncion, Montevideo, Buenos Ayres, Valparaiso, La Paz, Potosi, Lima, Callao, Cuzco, Quito, Guayaquil. Locate the and Andes one or two other mountain ranges. Otherwise treat as suggested in the study of Europe. Read all you can find concerning the grassy plains of South America; the diamond district; the cultivation of grains; raising of stock; habits of natives, &c.

#### JANUARY—ASIA.

1. Boundaries and area.

2. Indentations and projections of coast. (Why suited for commerce.)

3. Mountains: Ural, Altai, Himalaya, Everest, Ararat.

4. Rivers: Obi, Yenisei, Lena, Amoor, Hoang Ho, Yang-tse-Kiang. Cambodia, Irrawaddy, Brahmaputra, Ganges, Indus, Euphrates, Tigris.

5. Islands: New Siberia, Saghalien, Japan, Philippine, Sumatra, Borneo. Celebes, Java, Ceylon.

6. Cities: The capital cities, together with the following, will be sufficient: Shanghai, Nankin, Canton, Rangoon, Benares, Bombay, Muscat. Mecca. Jerusalem, Smyrna, Batavia.

7. Peninsulas: Kamtschatka, Corea, Malay, Farther India, India, (Hindoostan,) Arabia.

8. Select ten seas.

9. Secure a general description of Asia by reference to the text and cyclopedia.

10. Review New England States.

#### FEBRUARY—AFRICA AND REVIEW.

Spend but three or four lessons on the map of Africa, but read and recite all the descriptive geography you can get. Secure good descriptions of the ruins along the Nile, of the Great Desert, of the inland forests, of the animals, of the people, etc.

Review Oceanica in a general way, leaving out all unimportant places and islands. A part or the whole of the following will be sufficient:

OCEANICA.	{	MALAYSIA,	{	Philippine, Spice, Celebes, Java, Sumbawa.
		AUSTRALASIA,	{	Australia, Papua, New Zealand, Tasmania, Caledonia, Hebrides, N. Ireland.
		POLYNESIA,	{	Sandwich, Caroline, Ladrone, Friendly, Samoan, Marquasas, Pearl.

Locate Manilla, Batavia, Sydney, Melbourne, Adelaide, Perth, Hobart Town, Honolulu, Auckland.

One or two review questions upon the United States should be had daily, in addition to the regular lessons. By so doing pupils need not make a special study of the geography of the United States.

It is an excellent plan to write the names of numerous places, including rivers, islands, mountains, lakes, terms to be defined, &c., upon fools-cap paper, cut these names apart, pass them to members of the class promiscuously, and cause each member of it to rise, name topic and recite. By so doing the reviews may be made spicy and interesting. When lesson is completed preserve reviews for future recitations.

In the same manner the teacher may write the names of the several products of countries studied, pass the blocks of paper, rise and recite as in the topics above; by some such plan these reviews may be kept up continually, and the writing of topics need not occur but once in a term, if good paper is selected from the first.

## CIVIL GOVERNMENT.

## FOR OCTOBER.

One out of the *ten* questions will be given each month in connection with the history.

1. Name the six objects of the Constitution as stated in the preamble.
2. How many members are there in the House of Representatives? By whom elected? What term? How are they apportioned among the States? Qualifications?
3. Ditto as to Senate.
4. Why have two legislative houses?
5. Is the Senate or the House of the highest dignity? Why?
6. When does Congress meet? How often? What is "A Congress?"
7. State the powers of each house as to members, officers, quorum, adjournment, rules, journal, yeas and nays.
8. By whom is impeachment made? By whom tried?
9. Can a member of Congress be arrested while on his way to Washington?
10. What bills may originate in the House? In the Senate?

## FOR NOVEMBER.

11. Name all the ways in which a bill, having passed both houses, may become a law.
12. Name the subjects on which Congress may legislate.
13. What taxes may Congress lay? For what purposes?
14. What is a citizen? An alien? Naturalization?
15. What is a copyright? A patent? What their objects?
16. Over what parts of the United States has Congress exclusive authority?
17. Who has the power to declare war? Why this power?
18. State the difference, if any, between money and legal tender.
19. What is legal tender in the United States now?
20. What are the advantages of having but one President?

## FOR DECEMBER.

21. Do the people vote for the President directly? If so, how? If not, how?
22. Can Congress elect a President? If so, how?
23. What composes a President's Cabinet?
24. Are the Supreme Judges elected or appointed? How? How many?
25. How many associate justices are there at present?
26. What is treason? Its punishment?
27. How can we amend the constitution?
28. What is the substance of the 13th, 14th, and 15th amendments?

29. Name all the township officers in your township. Do you know one or more of them? Which ones?

30. What county offices? What persons fill them now? How many years is a term for each?

#### FOR JANUARY.

31. What State officers? Who are the present incumbents? What is the salary of the principal officers?

32. Give the distinction between the Supreme Court of the State, Appellate, Circuit, County and Justice Court.

33. In what judicial district of Illinois is Macon county?

Ans. Of the grand divisions of the Supreme Court, it is in the Central, and is listed with thirty-five counties in Central Illinois. In the election district, it is listed in the third. It contains sixteen counties. In the Appellate Court, it is listed as in the Supreme Court. In the Circuit Court, it is listed in the Fourth Circuit. This list embraces nine counties.

34. Who is the Circuit Judge? How many in the district? Who?

35. State the duties of the grand and petit juries.

36. How often and when does the State Legislature meet? Where? How many and what houses in the State Assembly? For how many years does a member serve? How many members in each house?

37. How many mints in the United States? Where are they located?

38. What section of your township is called the school section? Can it, or has it been sold? What is done with the proceeds if sold?

39. How many days of school must a district have in order to draw the public fund?

40. From what source do we derive our school moneys?

Let the teacher insert such questions and explanations as he may think appropriate. Especially should he tell the school of the duties of town and township officers. Give the pupils singular practical questions to ask the parents from time to time. Much interest and enthusiasm can be aroused in this manner.

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### ARITHMETIC.

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#### OCTOBER—DECIMALS AND REVIEWS.

The only point in decimals is the *decimal point*. Will you fix it?

It is well to review United States money, then show the children that the point has the same *use* in decimals, and that we could carry the decimals of a *dollar* toward the *right* as in decimal fractions. Define all the terms, and solve all problems.

Give numerous problems in lumber measure; buy and sell by the M. Ditto brick. Ditto hay by the ton, etc. Review at pleasure in such portions of the book as thought best. If completed before the date of examination pass to the next month's work.

## NOVEMBER—PERCENTAGE TO PARTIAL PAYMENTS.

Find some good arithmetic and introduce percentage by analytical steps long before reaching the subject in the text; if you make your pupils familiar with all that the term per cent. means, then you will have but little trouble in its applications. Define terms when necessary and complete interest to partial payments. Adopt but *one* rule in the solution of problems, and *omit* all others. To those not satisfied with results, we offer the following as suggestive:

**Problem:** Find the interest of \$720 for 2 years, 5 months and 15 days, at 5 per cent.

$$\text{FIRST STEP. } \left. \begin{array}{r} 2 \times 36 = 72 \\ 5 \times 3 = 15 \\ 15 = 15 \end{array} \right\} = 885 \text{ days.}$$

**RULE.**—Multiply 36 by the number of years, 3 by the number of months, place in a column for addition, then place days in the columns with units figure one place to the right, and add. This will reduce the time to days.

$$\text{SECOND STEP.—} \quad \frac{720 \times 5 \times 885}{36} = \$88.50.$$

**RULE**—Place the principal, rate, and time in days upon one side of a line, 36 upon the other, cancel, and point three places.

(Teacher will explain omission of 0 in 36 and 3.)

Write promissory notes; write same and find interest; write same, endorse payments, and compute interest to date; write same to order, endorse for exchange.

## DECEMBER—INTEREST CONTINUED.

Treat Proportion as such, as Analysis, or as cause and effect, at the discretion of the teacher. Continue interest, and review to Discount, omitting compound interest if thought best.

Try to have "actual business" transacted as in many business colleges. Have notes, payments with receipts, bills of goods, endorsements, etc. Trade discount should be explained, thus 20 and 10 off; two tens and five off, etc. Cull all your authors for good practical problems.

Pass to next month's work when completed, whether the date of examination is at hand or not.

## JANUARY—PERCENTAGE, PARTNERSHIP, ETC.

Complete and review all important applications of percentage, and all other topics to Analysis inclusive, selecting only the important terms for definition.

## FEBRUARY.

Square and Cube Root. Other topics and months at the discretion of the teacher.

# PHYSIOLOGY and HYGIENE.

The human body is wonderful in its mechanism. Each organ has its allotted task to perform. To maintain this wonderful structure in health is the first duty of heads of families. It can not be done without close attention to the selection of our daily food. To do this satisfactorily and with the best results call on

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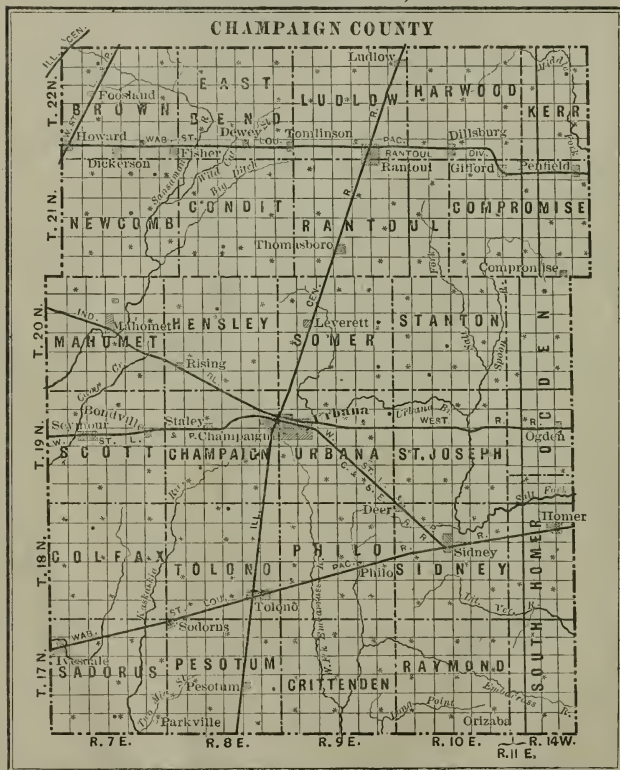
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## EXAMINATIONS.

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The examinations this year will be nearly as last. It is suggested that a preliminary examination be held the third Friday of September by the teachers of all schools who begin about the first of the month. It should not be long nor difficult, but simply to show the children how to write neat papers. If necessary these papers should be copied until they are nearly perfect in arrangement.

The regular monthly examinations will begin on the third Friday of October. Many directors prepared paper, pens and ink last year. We sincerely hope all will do so this year. The annual township examination will begin January 18, 1886, and will be at the places and dates given below; Champaign township, Equity S. H. January 18; Hensley township, Mt. Vernon, January 19; Condit township, Prairie College No. 5, January 20; Newcomb, Lester S. H. No. 1, January 21; Mahomet township, Mahomet, January 22; Scott township, Seymour, January 25; Colfax, Union Center, January 26; Sadorus township, Sadorus, January 27; Pesotum township, Pesotum, January 28; Tolono township, at Fisher school house, No. 5, January 29; Urbana township No. 4, February 1; Philo township, Philo, February 2; Crittenden township, Center school house, February 3; Raymond township, Fairview, February 4; Sidney township, Sidney, February 5; South Homer, Mound Snip, February 9; North Homer at No. 10 school house, February 10; South Ogden, at Ogden, February 11; St. Joseph township, at St. Joseph, February 12; North Ogden at Burr Oak, February 16; East Compromise, Obenchain school house, No. 4, February 17; Kerr township, Kuder school house, February 18; Stanton township, Center, February 23; West Compromise at No. 8, school house, February 24; Rantoul township, Thrasher school house, February 25; Somer township at the Brick, February 26; Brown township at Center, March 2; East Bend township, Houstonville No. 4, March 3; Ludlow township, at Center, March 4; Harwood township at Center, March 5.

Though our work was creditable last year, we hope to see it far better this year. Special pains will be taken to do neat, careful work. It is hoped that every pupil will endeavor to do the very best he can on examination day.

The superintendent was gratified last year to find so many teachers who were reviving the literary exercises in their schools. The good work should go on. Drill should be given in school once a week during the term. This will prepare our pupils for the literary exercises on the evening of examination day. In order to arrange for these meetings, the teachers of each township should meet at the place where the examination is to be held and make all necessary preparations. In order that all may know the day, December 5th is set as a suitable day for the teachers of all townships whose examinations occur in January to meet and arrange a programme, December 19, will

do for those whose examinations occur in February and March. Let the teacher of the central school be considered the temporary president.

The County Teachers' Association will meet regularly in the superintendent's office at 9 a. m., on the 3d Saturday of each month, beginning in September. Let all who can, attend these meetings. The work done will bear directly upon the school work. The State Reading Circle will also receive attention here. Final county examination at Superintendent's office, March 19th, at 10 a. m.

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## LANGUAGE.

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In addition to the work given in the body of the Manual, do not forget to advance the pupils in "How to Talk."

The work is marked out for a two years course. If your class took the first half of the book last year, they can take the second year's work this year. Remember the object of the book is not to teach grammar, but correct spoken and written speech. Do not neglect the composition work. Do not confine your compositions to one style. Some pupils know nothing but description, and that in its simplest form. Be sure if you run a machine the manufactured articles will show a wonderful likeness. Study variety. Do not be satisfied until your pupils can write whole pages of good English, using capitals, punctuation marks, and irregular forms, correctly. The ability to talk and to write is the object to be kept in view.

The work for the first year has been arranged as follows:

For October—To page 26.

For November—Page 26 to page 46, and reviews.

For December—To lesson 24, page 63, with a review of all previous work.

For January—To lesson 36, page 80. For an examination essay, study composition 33, page 76.

For February—To composition 29, page 96. Study composition 30, page 98, as examination essay.

For March—Review all ground passed over.

For April—To composition 35, page 103. For examination study composition 32, page 101.

For May—To page 117. For examination essay study composition 38.

### FOR SECOND YEAR:

For October—To page 131, lesson 53.

For November—To page 147, lesson 62.

For December—To page 164, lesson 68.

For January—To page 178, lesson 75.

For February—To page 190, lesson 76, and review previous work of the year.

For March—To page 208.

For April and May—Review those portions of the book in which your pupils seem deficient. Do thorough, careful work. Have some compositions copied and preserved each month. The superintendent will be glad to inspect them.

The following is given by Henry D. Hatch, of Moline, Illinois, as a good method for oral and written composition:

ORAL.—(1) Encourage pupils to give several subjects as a title for the picture, and then let them choose the best, giving reasons. (2) Lead the imagination of the pupils to supply the occurrences preceding what is shown in the picture. (3) Have them relate what is taking place in the picture: (a) who the actors are; (b) what they are doing; (c) what they are saying, etc., etc. (4) Have pupils relate what may happen after this. After the above has been given orally, first in parts and afterwards in connected narration, and the teacher has placed upon the board an outline developed by pupils.

II. WRITTEN.—Have pupils write what they have given orally. The superintendent would add to the above.

III. EXAMINATION.—Written composition, correcting spelling, punctuation, capitals, structure of sentences, arrangement of sentences, etc., etc., in red ink. Then ask pupils to copy in good shape for preservation.

Nothing is so injurious as the careless slovenly work so common in teaching language. Shall we not see good work this year?

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